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ABSTRACT

This training package consists of materials for use in helping vocational rehabilitation clients develop conversational skills. The first item in the package is a trainer's manual that includes 11 lessons dealing with the following topics: when to start a conversation, the components of a conversation, greetings and opening remarks, techniques for showing interest, follow-up questions, ways of expressing a compliment, self-disclosure, techniques for ending a conversation, ways of deciding when a person does not want to talk and a review. Each lesson includes some or all of the following: a list of materials needed, trainer instructions, and a transcript of the lesson audiotape. An appendix to the guide contains a transcript of a sample student assessment tape. A set of conversation skills training cards and a set of conversation cue cards are also included in the package. (MN)

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for Rehabilitation Clients

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Trainer's Manual

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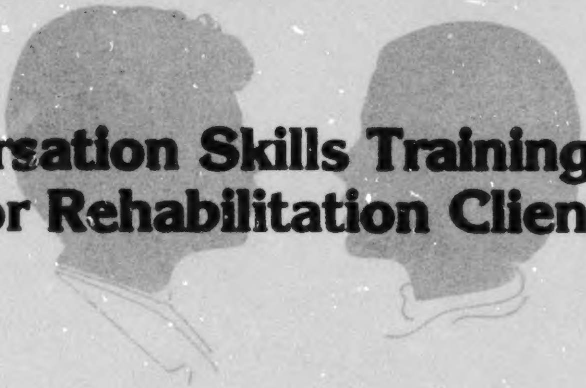

Conversation Skills Training (CST) for Rehabilitation Clients

Trainer's Manual

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Arkansas Rehabilitation Services
1984

Foreword

This training manual presents the skills that individuals need to conduct satisfying social conversations with others. Having these skills is important for a number of reasons, e.g., making a good first impression in the job interview, interacting positively with co-workers and developing long-term relationships. The basic approach used in the training involves presentation of information (didactic training), modeling, role playing, shaping and evaluation through role play simulations. The work of Arnold Goldstein and Jeffrey Kelly has had considerable influence on the development of this material. Target behaviors for the training were adapted, in part, from the research of several members of the Children's Rehabilitation Unit at the University of Kansas—Sharry Tofte-Tipps, Pamela Mendonca and Richard Peach.

Many other people contributed to the development of this training manual. The employees and staff members of Abilities Unlimited Incorporated and Watson Street Transitional Living Facility deserve special recognition for their assistance. We also wish to thank Barbara Wampler and Debbie Sullivan for preparing the final manuscript and Anita Owen, Bruce Grannemann, Bob Beck, Julie Omohundro, Mike Wall and Scott Porter for taping the conversations for the initial training sessions.

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Introduction to Conversation Skills Training (CST)

In the material to follow, eleven lessons pertinent to developing social conversation skills are presented. These lessons are:

Lesson I	When to Start a Conversation
Lesson II	The Components of a Conversation
Lesson III	Greeting and Opening Remark
Lesson IV	Opening Questions
Lesson V	Showing Interest (Minimal encouragers)
Lesson VI	Follow-up Questions
Lesson VII	Expressing a Compliment
Lesson VIII	Self-disclosure
Lesson IX	Ending the Conversation
Lesson X	Deciding When a Person Does Not Want to Talk
Lesson XI	Review

Each lesson requires a trainer and co-trainer and approximately 40-60 minutes to present. A group of 3-6 participants is recommended. CST has been used successfully in a sheltered workshop with individuals with learning disabilities and intellectual impairments and in a transitional living facility with individuals with emotional disabilities (Lewis, Roessler, Greenwood, & Evans, 1984; Roessler & Lewis, 1984).

In Lesson I participants learn how to discriminate when it is appropriate to begin a conversation. During this lesson, they evaluate 10 audio taped conversational situations as to whether each possesses proper conditions for a conversation. In Lesson II, participants review the components of a conversation. Stressing the interrelatedness of the components, this lesson includes "skill/response cards" that demonstrate the seven target skills.

Lessons III-IX present the critical behavior for training. Following the social learning principles stresssed by Kelly (1982) and Goldstein (1981), each lesson has a similar format:

1. The rationale for the skill is explained to the participants;
2. Conversation cue cards containing important points about the target skills are given to the participants and discussed in the group;
3. Target skills are modeled in eight audio taped conversations. Modeling of target skills is done sequentially and cumulatively. That is, when participants begin training on the next skill in the sequence, all previously learned skills are included in the modeling vignettes and role plays performed by the trainers and participants;
4. Target behaviors are modeled by the trainer and co-trainer;
5. Participants role play the target skills until they successfully demonstrate all skills covered in the current and previous lessons. Trainees role play scenes that have been modeled on the audio tapes and novel scenes they generate themselves. Trainers provide participants with immediate feedback and reinforcement regarding their role play performances; and
6. Two additional audio tape conversations are played demonstrating proper use of target skills.

The tenth lesson provides cognitive messages to prevent participants from interpreting failure to start a conversation as their fault. The final lesson in the package reviews the seven behaviors essential to effective social conversation.

Performance Evaluation

Each lesson should be continued until participants can demonstrate in role plays proper use of the skills taught in that lesson. Therefore, evaluation data are needed to determine when to move from one lesson to the other.

Skill acquisition is evaluated in role play simulations immediately following training sessions. Following the model established by Goldstein (1981), these simulations include both direct tests (DT) minimal generalization tests (MG). There are 10 DT and 10 MG testing situations presented on an audio testing tape (see Figure 1 for a list of taped assessment situations). Appendix A provides a transcript of those situations.

Figure 1

Conversation Skills Training Assessment Tape[1]

Counter #	Content	Scene
000	Introduction	
010	Series 1 DT 1	At Work
014	Series 1 DT 2	Lunch break
017	Series 1 MG 1	At the Mall
019	Series 1 MG 2	Raking leaves
023	Series 2 DT 1	Bus ride
026	Series 2 DT 2	Employee party
029	Series 2 MG 1	Job Safety
033	Series 2 MG 2	New Apartment
036	Series 3 DT 1	Grocery Store
039	Series 3 DT 2	Bus Stop
043	Series 3 MG 1	Late for work
046	Series 3 MG 2	Ending work day
049	Series 4 DT 1	Early for work
053	Series 4 DT 2	Drive-in movie
057	Series 4 MG 1	Vending machine
062	Series 4 MG 2	Employee picnic
065	Series 5 DT 1	The cafeteria
069	Series 5 DT 2	The softball game
073	Series 5 MG 1	Walking the dog
076	Series 5 MG 2	Lunch at Hamburger Hut

---

[1] See Appendix A

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The DT's ask the trainer and trainee to role play a conversation based on a modeling vignette presented in training. Before each role play, the trainer instructs the trainee to respond as if he/she were actually in the situation. The trainer then plays a DT vignette. A narrator on the tape describes a social situation and delivers a prompt line. An example of a DT situation is as follows: You are at a party for all the employees at work. A friend that you work with sits down next to you and says, "Hi, how are you doing?"

The trainer must "ad lib" appropriate responses to the trainee's remarks or questions. Several constraints are placed on the trainer's role play behavior so that an accurate assessment can be made of the trainee's skill. These constraints include: (1) not asking questions to maintain the conversation, (2) speaking no longer than 20 seconds and (3) allowing silences to last for 20 seconds before terminating the role play.

The minimal generalization (MG) tests on the audio testing tape present the participant with social situations different from any of those used in the conversational lessons. The purpose of the MG role plays is to determine whether the participant can generalize use of the target behaviors beyond the training scenes. An example of a minimal generalization test is: You have just finished an assignment at work. Your supervisor sits down next to you and says, "Hi! How is it going?" Minimal generalization role plays are conducted in the same way as DT role plays.

Trainers are also encouraged to use two other assessment approaches to determine whether individuals have acquired the target skills. These two assessments stress even more the issues of response maintenace and generalization.

Before beginning training, each trainee should participate in an audio tape recorded assessment of conversational skills with a person who is not involved in the training, i.e., a novel person (someone unknown to the trainee). Using a minimum of probes (Hello, how are you), the novel person should attempt to engage the participant in a conversation. The novel person must "ad lib" appropriate responses and follow the same role playing constraints described for DT and MG assessments. This same type of assessment situation should also be scheduled after the completion of the entire training package.

Yet another form of assessment is suggested, the extended generalization test (EG). In this situation, staff members uninvolved in the training are asked to initiate a conversation with trainees. These conversations are also audio tape recorded. Again, only minimal probes should be used by the staff member. Extended generalization tests are administered prior to the beginning of training and once weekly during the training period.

Experimental Design

The multiple baseline design across behaviors is a frequently used strategy to evaluate the effects of social skill training (Kelly, 1982). With this design, baseline (pre-treatment) data are collected from each participant on the use of two or more target behaviors. When the baseline rates of the target behaviors have stabilized (show relatively little fluctuation from one assessment to the next), the intervention or treatment is applied to one of the target behaviors while baseline conditions (no treatment) are maintained for the other behaviors. Then the intervention or training is applied to the second behavior while continuing baseline conditions for the remaining behaviors. This procedure is continued in sequence until the intervention has been applied to each target behavior. The multiple baseline design across behaviors demonstrates the controlling effects of the intervention if changes in the target behaviors coincide with the application of treatments to specific behaviors. For a more comprehensive discussion of the multiple baseline design, the reader is referred to Hersen and Barlow (1976) and Robinson and Foster (1979).

To assess the effects of CST, direct tests and minimal generalization tests can be incorporated into a multiple baseline design across conversational skills (see Roessler & Lewis, 1984 for an example). A rating form for assessing the presence or frequency of the target behaviors, adapted from Kelly (1982), is provided in Figure 2. Variables in the rating form include the presence or absence of an appropriate greeting, the presence or absence of an opening question, the number of times participants express interest in what was being said, the number of follow-up questions, the number of compliments, the number of self-disclosures and the presence or absence of an appropriate end to the conversation. To obtain an accurate measure of the participants' skills, it is recommended that a minimum of two DT's and two MG's be administered per assessment session.

Figure 2

Conversation Rating Form

Client Name: **Date:**

____ Baseline ____ Intervention ____ Maintenance

Type of Assessment

____ Direct Test ____ Extended Generalization

____ Minimal Generalization ____ In Vivo Generalization

Target Behaviors - Make these ratings after listening to the conversation.

1. **Greeting** (A participant's first remarks during an interaction that are relevant to the setting, place or other person's remarks and are stated in a pleasant tone of voice, e.g., "Hi, how are you?" "It's good to see you.", "Hi, how's it going?" or "Good morning.")

   ____ Present ____ Absent

2. **Opening Question** (An initial question that serves to keep a conversation going by getting more information from the other person. Does not include greeting questions such as "How are you?")

   ____ Present ____ Absent

3. **Encouragers** (Words that demonstrate attention to what the other person is saying, e.g., "Oh?", "Really?", "Hmmm." or "Is that right?" Encouragers also include sentences or responses that cause the other person to provide even more information, for example, "You are right about that.", "I really agree with you." or "I think so too.")

   Tally ______________________ Total: ______________________

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4. **Follow-up Questions** (Questions about information already given by the other person or questions which result in the other person providing additional information. The follow-up question may not be directly related to the opening question.)

A. Follow-up questions directly related to the opening question

Tally ____________________ Total: ____________________

B. Follow-up questions unrelated to the opening question

Tally ____________________ Total: ____________________

5. **Compliments** (Positive statements about the other person such as "You're looking good today." or "It's been nice to talk to you.")

Tally ____________________ Total: ____________________

6. **Self-disclosures** (The participant's statements about opinions, experiences, feelings or current interests and activities often followed by a request to hear the other person's reaction.)

A. Self-disclosures

Tally ____________________ Total: ____________________

B. Requests for other's reaction

Tally ____________________ Total: ____________________

7. **Appropriate Closing Remark** (The participant's final remark that includes restatement or acknowledgment of topics discussed in the conversation and/or an appropriate expression of farewell to end the conversation such as "See you later." "Have a nice day." or "I'll be seeing you.")

____ Present ____ Absent

Figure 3 represents a schedule for presenting the lessons and the related DT and MG assessments. Figure 3 also provides a plan for administering extended generalization tests and in vivo conversations with a novel person. The rating form presented in Figure 2 is used to evaluate the participants' use of conversational skills in these assessments. The results of the extended generalization assessments may also be plotted on multiple baseline graphs (see Roessler & Lewis, 1984). The results of in vivo conversations are presented on pretest and posttest graphs.

All evaluation sessions should be audio recorded. Hence, it is imperative that participants grant permission for the taping. Participants should understand the purpose of the taping either by way of initial introduction or debriefing (as in the cases of the preassessment and postassessment with the novel person).

As Goldstein (1981) emphasizes, the preferred strategy in social skill training is "practice of perfect." Trainees should review and practice each lesson until evidence exists that they both understand and can use the skills presented in the lessons. It is also recommended that trainer and trainees stand while role playing the conversations in order to make the training experience even more realistic. Trainees should also stand while completing the direct and minimal generalization tests.

Using This Training Package

Lesson materials are presented in two sections. The first segment provides specific instructions to the Trainer. For example, the trainer is told both the materials and trainer activities required to teach the lesson. The trainer should carefully review this introductory information and the lesson itself before each training session.

Following the comments on materials and trainer instructions, a transcript of the training tape is provided. The lesson transcripts have been recorded on training tapes so that the trainer can play the transcript for the group. Using the typed transcript as a guide, the trainer will know when to stop the tape (see PAUSE notations) and discuss certain points in more detail, distribute the conversation cue cards or other lesson materials or initiate the participant role plays.

Following the schedule in Figure 3, the trainer should play the DT/MG segments on the assessment tape. Use of the assessment tape begins with the baseline measures, follows each of the lessons, and finishes with the two maintenance tests. The trainer should begin with the first DT/MG set and work his/her way through the tape. It will be necessary to repeat some or all of the assessment tape in order to conduct the tests called for in Figure 3.

The actual instructional input of this program is provided by the audio taped lesson tapes. The trainer should play these tapes, pausing for those activities called for on the tape. Even with the detailed information on the lesson tapes, the trainer must be thoroughly familiar with the material in the program. The trainer must elaborate on points in the lesson, reinforce and correct in a manner consistent with the package's intentions and conduct the role play tests so that accurate skill assessments result. Hence, several hours of trainer study are required before initiating this program.

In closing, the steps for using CST are as follows:

1. Study the entire program.
2. Develop a training and assessment schedule.
3. Select a novel person for the in vivo tests and staff members for the extended generalization tests.
4. Secure the materials needed for the training—tape recorders, copies of participant handouts, training tapes, cue cards, assessment tapes and blank cassette tapes.
5. Select an appropriate location for the training.
6. If possible, select and brief a co-trainer to assist in the program.
7. Review the entire program one more time before beginning training.
8. Select participants based on their need for CST.
9. Conduct the baseline DT, MG, EG (extended generalization) and in vivo generalization (IG) pretest.
10. Review the introductory material for Lesson I—When to start a conversation—and begin training.
11. Conduct DT, MG and EG assessments as called for in the schedule (Figure 3).
12. Using the rating form in Figure 2, evaluate participant performance on the DT and MG tests.
13. Repeat the review, presentation, assessment and scoring steps for each of the remaining lessons.

14. Move to the next lesson if participants perform the target behaviors properly on three of the four postlesson tests (DT's and MG's).
15. Repeat the lesson until the 75% level of mastery is present.
16. After the last lesson (Lesson XI), complete the schedule of DT, MG and EG assessments (skill maintenance and generalization).
17. Conduct the posttest IG assessment.
18. Analyze data from role plays in terms of skill acquisition, maintenance and generalization.

Figure 3

Estimated Schedule - Conversation Skills Training

Day 1	Baseline DT(2) , MG(2) , EG(1)
Day 2	Baseline DT(2),[a] MG(2),[b] EG(1)[c]
Day 3	Baseline DT(2), MG(2), EG(1), IG (1, Novel Person)[d]
Day 4	When to Start a Conversation Training Components of a Conversation Training DT(2), MG(2), EG(1)
Day 5	Greeting and Opening Remark Training DT(2), MG(2), EG(1)
Day 6	Opening Question and Minimal Encourager Training DT(2), MG(2), EG(1)
Day 7	Follow-up Question Training DT(2), MG(2), EG(1)

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[a] **DT(2)** Direct Test, two situations from audio training tape

[b] **MG(2)** - Minimal Generalization, two situations from audio training tape

[c] **EG(1)** - Extended Generalization, one conversational role play with staff member

[d] **IG(1, Novel Person)** - In vivo Generalization, one conversational role play with novel person (use a different person for pre- and post-IG's)

CST

Figure 3 (continued)

Estimated Schedule - Conversation Skills Training

Day 8	Compliment Training DT(2), MG(2), EG(1)
Day 9	Self-disclosure Training DT(2), MG(2), EG(1)
Day 10	Appropriate Closing Training DT(2), MG(2), EG(1)
Day 11	Deciding When a Person Does Not Want to Talk DT(2), MG(2), EG(1)
Day 12	Review of Conversation Training DT(2), MG(2), EG(1)
Day 13	In vivo Generalization IG(1), (Novel Person)
Day 14-26	NO TRAINING[e]
Day 27	Maintenance Test (Skill Retention)[f] DT(2), MG(2), EG(1)
Day 34	Maintenance Test (Skill Retention)[f] DT(2), MG(2), EG(1)

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[e] No training for approximately two weeks

[f] Maintenance tests after two and three weeks to assess skill retention (DT2, MG2, EG1)

Lesson I

When to Start a Conversation

Lesson I concentrates on learning when it is appropriate to start a conversation:

Materials Needed

Two tape recorders
  1 for playing lesson and testing tapes
  1 for recording session and participant responses to DT/MG situations
Lesson I training tape
DT/MG audio testing tape
Blank audio tape
Conversation Cue Card for Lesson I
"Was this a good time to start a Conversation?" rating form (Figure 4).

Trainer Instructions

1. Start the Lesson I tape.
2. Pause after the introduction and give participants the sheet entitled "Was This a Good Time to Start a Conversation?"
3. Start the tape and have participants evaluate situations 1-5 using the rating form. Pause after each situation to give participants time to do the rating.
4. After the fifth rating, restart the tape for additional instructional input.
5. Pause after the conversation cues and give participants the Lesson I conversation cue card. Review the conversation cues with the participants and ask them to read over these several times during the week.
6. After discussing the conversation cues, check each participant's accuracy in discriminating whether the situations were appropriate or inappropriate for starting a conversation. (See the lesson for answers.)

7. Start the tape and proceed with participant ratings of situations 6-10. Have participants score their ratings on situations 6-10 for accuracy.
8. Discuss the conversation cues in relation to situations 6-10.
9. Using a criterion of 90% accuracy on the situation ratings, determine whether participants are ready to move to Lesson II. Repeat the lesson with only those who have not reached the 90% correct rate.
10. Use the DT/MG Training Assessment Tape to collect baseline data. Work with each trainee on an individual basis with each of you playing the roles called for on the Assessment Tape. Audio record participant responses.

Figure 4

Was This a Good Time to Start a Conversation?

Check one of the answer boxes (Yes/No) to indicate whether it was a good time to start a Conversation.

Group 1

Situation 1	Yes ☐	No ☐
Situation 2	Yes ☐	No ☐
Situation 3	Yes ☐	No ☐
Situation 4	Yes ☐	No ☐
Situation 5	Yes ☐	No ☐

Group 2

Situation 6	Yes ☐	No ☐
Situation 7	Yes ☐	No ☐
Situation 8	Yes ☐	No ☐
Situation 9	Yes ☐	No ☐
Situation 10	Yes ☐	No ☐

When to Start a Conversation

Lesson I Transcript

Introduction

Before we begin learning good conversational skills, we would like to talk about how to decide when it is a good time to start a conversation. Listen to the following five situations in which someone decided to start a conversation. After each situation, decide whether it was a good time to start a conversation. You can do the rating using a special form. Check the box marked "yes" on the form if you think it was a good time to start a conversation or the box marked "no" if you think it was a poor time to start a conversation. Listen carefully to these five situations. (Trainer: Hand out the sheets entitled "Was this a good time to start a conversation?"—Figure 4.)

PAUSE

1. **Situation 1.** Mary is working hard trying to finish a job her supervisor gave to her. She must finish before she can go home for the evening. She has only 10 minutes before it is time to leave and she is still not finished. John sees her and says: "Hi, Mary. How was your weekend?"

PAUSE

2. **Situation 2.** Jane is sitting in the lounge during break time. Bill walks in the lounge. Jane looks up at him, smiles and says "Hello." Bill says: "Hi, Jane. How's your morning going?"

PAUSE

3. **Situation 3.** Steve is late for the bus that takes him to work. He is running down the sidewalk trying to catch the bus before it pulls away from the stop. John sees Steve running by and says: "Hey, Steve! You got a minute?"

PAUSE

4. **Situation 4.** Betty is listening to her supervisor give instructions for the morning's work. Joe sees Betty and says: "Hey, Betty! That was a great party last night!"

PAUSE

5. **Situation 5.** George came in early for work this morning. He is at the coffee pot getting a cup of coffee. Ed walks over and says: "Hi, George. How are you this morning?"

PAUSE

Sometimes the time and place are not right for starting a conversation. You may be working on something that you want to finish or you may be doing a job that your supervisor asked you to do. Choosing a good time also means that the other person should not be busy or in the middle of doing something very important like trying to finish a job or hurrying to get somewhere. Choosing a good time for a conversation also means that the other person is not talking or listening to someone else; in other words, make sure not to interrupt someone else's conversation.

When you choose the right time and place for a conversation, people will enjoy talking to you. You will not be interrupting important things they are doing. Your conversations will be more rewarding because you will have more time to talk. Also, people will be more likely to want to talk with you in the future.

Let's review some cues for deciding when to start a conversation:

1. Choose a time when you are not working or doing something that is important for you to be doing at the time.
2. Choose a time when the other person is not busy or in the middle of doing something very important.
3. Choose a time when the other person is not talking or listening to someone else.

PAUSE

(Trainer: Hand out Conversation Cue Cards[1]. Discuss the cues with the group.)
At this time, let's check our answers for the first five situations. The correct answers are:

1. No
2. Yes
3. No
4. No
5. Yes

Now let's discuss your answers for each situation and see if we can apply the conversation cues to those situations.

STOP THE TAPE

Here are five more situations in which people have decided to start a conversation. Again, after each situation, check the box marked "yes" if you think it was a good time to start a conversation or the box marked "no" if you think it was a poor time to start a conversation. Listen carefully to these five situations and follow the important steps printed on your cards to help you decide if it is a good time to start a conversation.

6. **Situation 6.** Bill and Jack are standing at the bus stop waiting for the bus to take them to work. The bus is scheduled to arrive in about ten minutes. Bill says to Jack: "Hey, Jack. How many cans did your group collect in the aluminum can drive yesterday?"

PAUSE

7. **Situation 7.** Steve is working hard cleaning up the shop to get it ready for the day's work to begin. He sees Mary and stops what he is doing. He walks over to her and says: "Hi, Mary. Want to go get a cup of coffee?"

---

[1] The concept of conversation cues was adopted from Goldstein, Sprafkin, & Gershaw's (1976) learning points.

PAUSE

8. **Situation 8.** Pete is telling Sally about the aluminum can drive. They will be working together on the drive. Arnold walks over and says: "Hey, Pete! Come with me. I want to talk with you."

PAUSE

9. **Situation 9.** Fred has just finished his lunch at the cafeteria. He is relaxing and drinking a coke. Russell, who is sitting beside Fred, says: "Say, Fred, how did you like the movie last night?"

PAUSE

10. **Situation 10.** John is sitting in the break room watching his favorite soap opera. Susan walks into the room and says: "John, tell me what you did today."

PAUSE

Now, let's check our answers. The correct answers are:

6. Yes
7. No
8. No
9. Yes
10. No

PAUSE

Let's review the important points about deciding when to start a conversation:

1. Choose a time when you are not working or doing something that is important for you to be doing at the time.

2. Choose a time when the other person is not busy or in the middle of doing something very important.
3. Choose a time when the other person is not talking or listening to someone else.

(Trainer: Close the lesson by involving the participants in a discussion of situations they have experienced when it was inappropriate to start a conversation. Use the conversation cues to explain why those situations were not appropriate.)

Lesson II

The Components of a Conversation

Lesson II presents an overview of the various sections of a social conversation:

Materials Needed

Two tape recorders
Lesson II training tape
DT/MG audio testing tapes
Blank audio tape
Conversation Cue Card
Skill/Response Cards (Present these cards so that they demonstrate the progression of a conversation—skill, response, etc.)

Trainer Instructions

1. Start the Lesson II tape.
2. Pause after the components of a conversation are introduced and distribute and discuss the Lesson II cue card.
3. Demonstrate the unfolding of a conversation through use of the example. Emphasize the relationship of each card to the next card. Place special emphasis on the seven conversation skills and their role in maintaining the conversation.
4. Play the demonstration conversation. Ask participants to identify the various components.
5. Do not use the Assessment Tape after this lesson. Gather DT/MG data after the greeting lesson.

The Components of a Conversation

Lesson II Transcript

Introduction

Lesson II presents the different types of conversation skills that we will learn in this program. Now that you have discussed when to start a conversation, it is a good time to look at the pieces of a conversation. A good conversation requires:

1. **A greeting** - a friendly opening remark that fits the setting or the other person's remark, like "Good morning, how are you?"
2. **An opening question** - a question about a topic that the other person knows something about like "How did you like the movie?"
3. **Showing interest** - showing interest in what the other person is saying by smiling, looking at the other person and nodding your head.
4. **Follow-up questions** - questions to get additional information about the topic of conversation, for example, "What did you like best about the movie?"
5. **A compliment** - saying something nice about the other person.
6. **A self-disclosure** - a statement about a personal opinion or feeling that encourages the other person to tell more about himself/herself.
7. **An end** - an appropriate close to a conversation such as "I'll be seeing you."

If you use these skills when talking to others, your conversations will last longer and be more interesting and enjoyable. Others will be more likely to talk to you in the future and you will have a chance to get to know your friends better.

PAUSE

(Trainer: Distribute the Lesson II cue card. Discuss the components of a conversation. Help participants learn each component and its role in the social conversation.)

Here is another way to think about a conversation. You can actually see conversations unfold as one of the participants uses the seven skills. Look at this written example of a conversation:

(Trainer: Use the skill/response cards to demonstrate the seven skills. Discuss the example in the group.)

Now let's listen to a conversation in which the people in the tape use all of the conversation skills. Listen carefully and see if you can identify the following components:

The greeting
An opening question
Showing interest
Follow-up questions
A compliment
A self-disclosure
An end

(Trainer: Play the model conversation.)

Situation 1

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.

Person 2: Howdy, Steve. My name is Ronald. How's it going?

Person 1: Not bad, how about yourself?

Person 2: Pretty good. What do you think about the game?

Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Person 2: Really?

Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.

Person 2: Who are some of their best hitters?

Person 1: The first baseman and center fielder are really good.

Person 2: That's right. I've seen them play before. Do you play on a team?

Person 1: Yes, I play for Spiro's Pizza Parlor.

Person 2: Is that right? They're a real good team. You must be a good player.

Person 1: Well, thanks. I'm okay I guess.

Person 2: I play for Bob's Texaco. You can't miss us; we have uniforms that make us look like zebras. Have you seen our uniforms?

Person 1: Yes, but I think the stripes look classy. At least you have new uniforms.

Person 2: Well, you have a good point there. It was nice talking to you. I'll see you later.

Person 1: Okay, I'll see you later. So long.

(Trainer: Discuss the example conversation in the total group.)

Introduction to Lessons III-IX

Trainer Instructions

In the next seven lessons, III-IX, a number of specific conversation skills are introduced. These skills include:

1. Greeting and Opening Remark
2. Opening Questions
3. Showing Interest
4. Follow-up Questions
5. Expressing a Compliment
6. Self-disclosure
7. Ending the Conversation

Participants may find it easier to learn these skills by the number, i.e., a good conversation involves seven components (1-7 above). During participant role play, the trainer and other group members can count off the conversational components as one type of feedback to an individual participant.

The training methodology for these seven lessons follows the previously described procedure of modeling, role play, feedback and evaluation. This strategy is consistent with many approaches to social skills training.

Before beginning these lessons, the trainer should be aware of the two major components of conversational skills training. The first component, the target behaviors, has been described in the preceding list of skills in Lessons III-IX. The style or manner in which these skills are delivered is also an important facet of social skill training.

When speaking of style or manner of presentation, one is referring to several features of a behavioral response. In some cases, these features pertain to forms of nonverbal communication such as posture and eye contact. Aspects related to a verbal response itself are also important such as voice volume and speed of speech. A list of critical dimensions (Figure 5) of verbal and of nonverbal communication was developed from the work of several researchers (Doke, 1979; Eisler, Hersen & Agras, 1973; Kelly, 1982; Monti, Corriveau & Curran, 1982; Pilkonis, 1977; Trower, 1980).

Throughout the next seven lessons, the trainer and co-trainer must model the appropriate style for delivering the conversation target behaviors. In addition, participants must receive specific feedback regarding needed improvements in their manner of presentation. Work on the style components should be an integral part of every lesson and every role play session. The trainer and co-trainer must be extremely active in demonstrating these style components, in correcting participants and in reinforcing participants. For example, learning the skills of opening a conversation in simply a mechanical or otherwise inappropriate manner does not constitute successful completion of Lesson III.

Figure 5

Style Components of Effective Conversational Interaction

1. **Posture** - easy, relaxed manner without rigidity or fidgeting.
2. **Eye contact** - focusing eyes on the face of the other person between forehead and chin, neither too long(staring) nor too short (blinking) in duration.
3. **Smiles, Gestures and Head Nods** - expressions or actions that show agreement with or interest in what the other person is saying, appropriate in the context of the conversation.
4. **Affect Level** - emotional tone best described as warm, friendly, interested and responsive. Neither flat nor inappropriately animated.
5. **Inter-response Time** - appropriate pauses between responses, neither long silences nor a hurried delivery.
6. **Latency** - similar to inter-response time, refers specifically to the amount of time that elapses between a stimulus and a response.
7. **Duration** - the period of time covered by a response, sufficient in length to advance the conversation without becoming so long as to dominate the conversation.
8. **Voice Volume** - easily heard without becoming loud.

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Lesson III

Greeting and Opening Remark

Lesson III demonstrates appropriate greetings and opening remarks. Participants will be given a rationale for the use of the skill as well as modeling and role-playing experiences in the use of the skill:

Materials Needed

Two tape recorders
Lesson III training tape
DT/MG audio testing tape
Conversation cue card for Lesson III

Trainer Instructions

1. Start the Lesson III tape. Pause after the introduction is completed and give participants the conversation cue card. Discuss the greeting and opening remark cues.
2. Play the eight modeling vignettes with accompanying instructions. Stop the tape and discuss the application of the conversation cues in the eight situations.
3. Beginning with the trainer and co-trainer, practice the greeting and opening remark. The trainers must model the skills appropriately. Ask each participant to role play the greeting and opening remark twice. The first role play is between the participant and the trainer or co-trainer. A direct test vignette from the audiotape should be used to set the occasion for this role play. The second role play is performed by two participants. The participants should select a scene for this role play that is familiar to them. Before considering a role play completed, the trainers must see evidence that participants have successfully demonstrated the skills involved. Ratings of direct test and minimal generalization tests provide this type of evidence. Trainers must provide corrective feedback and reinforcement and use the group in the shaping process when possible. Each participant should have the opportunity to role play the greeting and opening remark.

4. Start the tape and play the final two modeling vignettes. Discuss any comments that participants might have.
5. Answer any questions that participants have about Lesson III.
6. Ask participants to notice greetings and opening remarks in the conversation of other people. Spend a few minutes in the beginning of the next session to discuss this homework assignment.
7. Administer DT/MG testing. Evaluate participant responses on the audiotape to determine whether they have mastered the greeting.

Greeting and Opening Remark

Lesson III Transcript

Introduction

This is the third in our series of lessons on conversational skills. In this lesson we will focus on greeting another person. The greeting will help you get someone's attention as well as express your interest in having a conversation with him or her. A pleasant greeting will make it easier for you to meet new people and make new friends.

In this tape, you will hear several examples of people greeting one another. The greeting is the first thing that each person says when meeting. It might include "Hello.", "Hi.", "How are you?", "How is it going?" or "What's happening?".

When greeting another person, be sure that the person is not busy or in the middle of doing something very important. As we discussed in Lesson I, choose the right time and place to greet someone. Look at the other person and choose a remark that fits the setting or the other person's comment.

Let's review some important points about greeting another person:

1. Choose a greeting that fits the setting or the other person's remark, for example, "Good morning!", "Oh, hi!", "How are you doing this morning?". If another person greets you by saying "How are things going?", you could respond by saying "Pretty good, how are things with you?".
2. Speak in a pleasant tone of voice that can be easily heard by the other person.

A greeting that is right for the time and setting spoken in a pleasant tone of voice will help you start a conversation. As you listen to some examples of greetings, keep these two points in mind:

1. Choose a greeting that fits the setting or the other person's remark.
2. Speak in a pleasant tone of voice that can be easily heard by the other person.

PAUSE

(Trainer: Distribute and discuss conversation cue cards.)

Here are some good examples of greetings and opening remarks:

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?
Person 2: Oh, hi, John. Pretty good. How are things with you?
Person 1: Not bad. Can't complain, I guess.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.
Person 2: Hello, Tom. How are you doing?
Person 1: Pretty good.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi, my name is Ed.
Person 2: Hi, Ed. My name is Jim.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?

Person 2: Pretty good, how about yourself?

Person 1: Not bad.

PAUSE

Here are some more good examples of greeting another person. Each of these examples demonstrates the following important points about greeting another person:

1. Choose a greeting that fits the setting or the other person's remark.
2. Use a pleasant tone of voice that can be easily heard by the other person.

When you use these steps in greeting another person, you will be able to start conversations more easily and others will be more likely to talk with you in the future. Please listen to these examples carefully.

PAUSE

Situation 5

Setting: You are at the grocery store shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me too.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi, my name is Mary.
Person 2: Hi, Mary. My name is Sam. Nice to meet you.
Person 1: Nice to meet you, Sam.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.
Person 2: Good morning, Jill. How are you doing?
Person 1: Fine, thanks. How about yourself?

PAUSE

Situation 8

Setting: You are at a drive-in movie watching a double feature. You are standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?
Person 2: Hello, Larry. Pretty good. What's happening with you?
Person 1: Not much. Just watching the movie.

PAUSE

You have just heard some good examples of how to greet someone before starting a conversation. At this time, let's discuss the skills you have just heard demonstrated. Were you able to identify the points about greeting another person?

PAUSE

(Trainer: Discuss points on cue card.)

Can you think of any situations in your own life in which you could use these steps in greeting another person?

(Trainer: Stop the tape and discuss potential role-playing situations.)

Let's practice greeting another person using some situations from the training and some that you have experienced in your own life.

(Trainer: Stop the tape and role play greetings and opening remarks. See Trainer Instruction #3.)

Here are two more good examples of greeting another person that demonstrate the following steps:

1. Choose a greeting that fits the setting or the other person's remark.
2. Use a pleasant tone of voice that can be easily heard by the other person.

As you listen to the greetings, identify the important points printed on your cards as they are used in the greetings.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?
Person 2: Hi! No. Go right ahead.
Person 1: My name is Fred.
Person 2: Nice to meet you Fred. My name is Eric.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.
Person 2: Howdy, Steve. My name is Ronald. How's it going?
Person 1: Not bad, how about yourself?

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Lesson IV

Opening Questions

Knowing how to continue a conversation beyond the greeting stage is an important skill. In this lesson, the opening question is presented as one effective means for continuing a conversation. Lesson IV provides examples of opening questions and opportunities to practice their use:

Materials Needed

Two tape recorders
Lesson VI training tape
Blank audio tape
DT/MG audio testing tape
Conversation cue card for Lesson IV

Trainer Instructions

1. Discuss briefly participant observations of other people's use of the greeting and opening remark (Lesson III homework). Ask each person to re-enact one greeting-opening remark interaction they observed.
2. Start the Lesson IV tape. Pause after the initial instructional input and distribute and discuss the Lesson IV conversation cue card.
3. Play the eight modeling vignettes and accompanying instructions.
4. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
5. Beginning with the trainer and co-trainer, model the use of the greeting and opening question appropriately (target behavior and style of delivery). Ask each participant to role play the greeting and opening question with the trainer or the co-trainer using a direct test vignette to set the occasion. Next, have the participants role play both skills with each other allowing the participants to generate a familiar situation as the context for the role play. Correct; reinforce. Use group feed-

back whenever possible. Be sure each participant correctly demonstrates the greeting and opening remark before completing a role play.

6. Start the tape and play the final two modeling vignettes. Discuss any comments that participants might have.
7. Answer any questions that participants have about Lesson IV.
8. During the next week, ask participants to identify two opening questions used in the conversation of others. They should write these questions down and bring them to the next training session.
9. Complete DT/MG testing.

Opening Questions

Lesson IV Transcript

Introduction

This is the fourth in our series of lessons on conversational skills. In this lesson, we will talk about the opening question. In this tape you will hear several conversations between two people in which one person uses an opening question. An opening question helps the conversation continue because it requests more information from the other person. It is best if this question cannot be answered with either a "yes" or a "no" but instead requires the other person to go into some detail.

A good opening question lets the other person talk about something that he or she knows something about. This question should help you get to know the person better.

When asking a good opening question, be sure to follow these steps:

1. Pick a topic that the other person knows something about.
2. Ask a question that allows the other person to tell you more than just "yes" or "no".

Good opening questions include "What did you do this weekend?", "How did you like the movie last night?", "What do you think about our new supervisor?", "What kind of work are you doing now?", "What do you think of our new bus?".

Opening questions invite the other person to tell you more. They are an important part of conversation skills. Keep in mind the importance of:

1. Asking a question about a topic that the person knows something about.
2. Asking a question that requires more than just a "yes" or "no" answer. For example, ask questions that begin with words like what, where and how.

PAUSE

(Trainer: Distribute and discuss the Lesson IV conversation cue card.)

Here are some good examples of opening questions that have been added to our conversations from Lesson 3. Listen carefully for the opening questions.

PAUSE

(Trainer: Ask for participants to identify opening questions after each situation is presented.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycles brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?
Person 2: Oh, hi, John. Pretty good. How are things with you?
Person 1: Not bad. Can't complain, I guess.
Person 2: What do you think about those new bicycle brakes we are working on today?
Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the hang of it.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.
Person 2: Hello, Tom. How are you doing?
Person 1: Pretty good.
Person 2: What did you do last night?
Person 1: I watched the movie, 'What's up Doc?'.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parent's house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.
Person 2: Hi, Ed. My name is Jim. Where are you headed?
Person 1: I'm going to Little Rock to visit my parents.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?
Person 2: Pretty good, how about yourself?
Person 1: Not bad.
Person 2: How's the party going?
Person 1: Looks like its going pretty well. At least they're playing good music this time.

PAUSE

Here are some more good examples of opening questions. Each of these examples demonstrates the following important steps:

1. Pick a topic that the other person knows something about.
2. Ask a question that allows the other person to tell you more than just "yes" or "no."

Opening questions will make conversations more interesting and enjoyable. You will learn more about other people and they will feel good about you. Also, the conversation will last longer, and people will be more likely to talk with you in the future. Please listen carefully to these examples.

Situation 5

Setting: You are at the grocery store shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me to.

Person 2: What are you going to get for dinner?

Person 1: Oh, I thought I'd get some hamburgers to cook out.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.

Person 2: Hi, Mary. My name is Sam. Nice to meet you.

Person 1: Nice to meet you, Sam.

Person 2: Well, Mary, where do you work?

Person 1: I work at the bakery across the street.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.
Person 2: Good morning Jill. How are you doing?
Person 1: Fine, thanks, How about yourself?
Person 2: Pretty good. Well, what do you think we will be working on today?
Person 1: I think they said we would be stuffing envelopes all this week.

PAUSE

Situation 8

Setting: You're at a drive-in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?
Person 2: Hello, Larry. Pretty good. What's happening with you?
Person 1: Not much. Just watching the movie.
Person 2: What did you think of the first movie?
Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

PAUSE

You have just heard some examples of how to use opening questions to develop a conversation. Were you able to identify the important steps in asking opening questions?

PAUSE

(Trainer: Discuss)

Can you think of any situations in your own life in which you could have used opening questions to get the conversation started?

STOP THE TAPE

(Trainer: See Trainer Instruction #5.)

Here are two more good examples of opening questions that use the following steps:

1. Ask a question about a topic that the person knows something about.
2. Ask a question that requries more than just a "yes" or "no" answer.

As you listen to the opening questions, identify the important points printed on your cards as they are used in the conversations.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?
Person 2: Hi! No. Go right ahead.
Person 1: My name is Fred.
Person 2: Nice to meet you, Fred. My name is Eric.
Person 2: How do you like working on the day shift?
Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.
Person 2: Howdy, Steve. My name is Ronald. How's it going?
Person 1: Not bad, how about yourself?
Person 2: Pretty good. What do you think about the game?
Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Lesson V

Showing Interest

Through the use of some simple verbal comments, individuals can become skilled at encouraging the development of a conversation. In Lesson V, entitled "Showing Interest", these minimal encouragers are presented to participants. Modeling and role play exercises are included:

Materials Needed

Two tape recorders
Lesson V training tape
DT/MG audio testing tape
Blank audio tape
Coversation cue card for Lesson V

Trainer Instructions

1. Discuss briefly the examples of opening questions collected by trainees (Lesson IV homework).
2. Start the Lesson V tape. Pause after the initial instructional input and distribute and discuss the modeling vignettes with special emphasis on the conversational cues.
3. Play the modeling vignettes and accompanying instructions.
4. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
5. Beginning with the trainer and co-trainer, model the greeting, opening question and showing interest components. The trainers must initially model the use of the showing interest comments in an appropriate manner. Ask each participant to role play all three skills with the trainer or co-trainer using a direct test vignette. Next, ask each participant to role play the skills with another individual using a familiar situation to set the occasion for the role plays. Correct; reinforce. Use group feedback whenever possible. Make sure each participant correctly demonstrates all of the skills in both role plays.

6. Start the tape and play the final two modeling vignettes. Discuss any comments or questions that participants might have about Lesson V.
7. Use DT/MG testing to assess skill acquisition and maintenance.

Showing Interest

Lesson V Transcript

Introduction

This is the fifth in our series of conversational skill lessons. In this lesson we talk about the importance of showing interest in the other person. You can do a lot to encourage a conversation just by letting the other person know that you are listening and interested.

On this tape, you will hear some examples of how people can show interest in what someone else is saying. One way to show interest is by brief comments that indicate that you are paying attention, comments like "Oh?", "Really?", "Hmmm?", "Is that right?", "That's very interesting." Each of those comments encourages the person to continue talking. Listen to the conversations on this tape and see if you can pick out different ways that people can show interest in another person's conversation.

You can do many things to show interest in what the person is saying, for example,

1. Look at the other person while he/she is speaking.
2. Nod your head and smile.
3. Say words that show you are interested in what the person is saying, for example, "Oh?", "Really?", "Hmmm?", "That's very interesting."

Remember to use these ways of showing interest. They will help to encourage the other person to tell you more.

Don't forget these important points about how to show interest in the other person's comments:

1. Look at the other person while he/she is speaking.
2. Nod your head or smile.
3. Say words that show your interest, such as "Oh?", "Really?", "Hmmm?", "That's very interesting."

PAUSE

(Trainer: Distribute and discuss the Lesson V conversation cue card.)

Here are some good examples of showing interest in another person's remarks that have been added to conversations from Lessons 3 and 4. Listen carefully for the words that show interest.

PAUSE

(Trainer: Ask participants to identify showing interest statements after each situation is played.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?

Person 2: Oh, hi, John. Pretty good. How are things with you?

Person 1: Not bad. Can't complain, I guess.

Person 2: What do you think about those new bicycle brakes we were working on today?

Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the hang of it.

Person 2: Yeah, I know what you mean. They're tough to figure out.

Person 1: That's right.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.
Person 2: Hello, Tom. How are you doing?
Person 1: Pretty good.
Person 2: What did you do last night?
Person 1: I watched the movie, 'What's up Doc?'.
Person 2: Oh, is that right?
Person 1: Yeah, it was pretty good too.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.
Person 2: Hi, Ed. My name is Jim. Where are you headed?
Person 1: I'm going to Little Rock to visit my parents.
Person 2: Oh, really?
Person 1: Yeah, I always have a good time when I visit them.

PAUSE

Situation 4

Setting: You are at a party for all the employees at work. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?
Person 2: Pretty good, how about yourself?
Person 1: Not bad.
Person 2: How's the party going?
Person 1: Looks like it's going pretty well. At least they're playing good music this time.
Person 2: Yeah, that's right.
Person 1: I didn't like that punk music they played last time.

PAUSE

Here are some more good examples of showing interest in what another person is saying. In each of these examples, the people on the tape do the following things:

1. They look at the other person while he/she is speaking.
2. They show interest in what is being said by nodding their head or smiling.
3. They say words that show they are interested in what the person is saying such as "Oh?", "Really?", "Hmmm?", "That's very interesting."

When you use these steps to show interest in what a person is saying, you will be encouraging the person to tell you more, and you will have a more interesting and enjoyable conversation. Please listen carefully to these examples.

PAUSE

(Trainer: Ask participants to identify the showing interest statements.)

Situation 5

Setting: You are at the grocery store shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me too.

Person 2: What are you going to get for dinner?

Person 1: Oh, I thought I'd get some hamburgers to cook out.

Person 2: Oh, that sounds good.

Person 1: Yeah, I like hamburgers.

Person 2: I'm just having a TV dinner.

Person 1: Hmmm. That doesn't sound too good.

Person 2: Well, actually I like them.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.

Person 2: Hi, Mary. My name is Sam. Nice to meet you.

Person 1: Nice to meet you, Sam.

Person 2: Well, Mary, where do you work?

Person 1: I work at the bakery across the street.
Person 2: Really? That sounds like a neat job.
Person 1: Yeah, I really like it.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.
Person 2: Good morning, Jill. How are you doing?
Person 1: Fine, thanks. How about yourself?
Person 2: Pretty good. Well what do you think we will be working on today?
Person 1: I think they said we would be stuffing envelopes all this week.
Person 2: Is that right?
Person 1: Yeah, that is what they said. But I'm not sure I like stuffing envelopes.
Person 2: Oh?
Person 1: I get kind of bored with it.

PAUSE

Situation 8

Setting: You are at a drive-in movie watching a double feature. You are standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?

Person 2: Hello, Larry. Pretty good. What's happening with you?

Person 1: Not much. Just watching the movie.

Person 2: What did you think of the first movie?

Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

Person 2: Really!

Person 1: Especially when they had to jump the draw bridge as it was opening up.

PAUSE

You have just heard some good examples of how to show interest in what another person is saying. At this time, let's discuss the skills for showing interest that you have just heard demonstrated. Were you able to identify the words that indicated that the people on the tape were interested in what was being said? Can you think of any situations in your own life in which you can use these steps to show other people that you are interested in what they were saying?

STOP THE TAPE

(Trainer: Discuss the modeling vignettes with special emphasis on the conversation cues. See Trainer Instruction #4.)

Now let's practice showing interest in what someone is saying by using situations from the training and from your own life.

STOP THE TAPE

(Trainer: See Trainer Instruction #5.)

PAUSE

Remember the three important steps in showing that you are interested in what the other person is saying:

1. Look at the other person while he/she is speaking.
2. Nod your head or smile.
3. Say words that show you are interested in what the person is saying such as "Oh?", "Really?", "Hmmm?", "That's very interesting."

As you listen to two more good examples of how to show interest, think about the important steps printed on your cards.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?

Person 2: Hi! No. Go right ahead.

Person 1: My name is Fred.

Person 2: Nice to meet you Fred. My name is Eric. How do you like working on the day shift?

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Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

Person 2: Yeah, I know what you mean. I don't like getting up early either.

Person 1: I guess I'll have to start going to bed earlier.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.

Person 2: Howdy, Steve. My name is Ronald. How's it going?

Person 1: Not bad, how about yourself?

Person 2: Pretty good. What do you think about the game?

Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Person 2: Really?

Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.

Lesson VI

Follow-up Questions

Follow-up questions also help to maintain a conversation. In Lesson VI, participants hear examples of follow-up questions used to ask for more information from the other person. Participants also have opportunities to practice the use of follow-up questions in role play situations:

Materials Needed

Two tape recorders
Lesson VI training tape
DT/MG audio testing tape
Blank audio tape
Conversation cue card for Lesson VI

Trainer Instructions

1. Start the Lesson VI tape. Pause after the initial instructional input and distribute and discuss the Lesson VI conversation cue card.
2. Play the eight modeling vignettes and accompanying instructions.
3. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues for Lesson VI.
4. Beginning with the trainer and co-trainer, practice the greeting, opening question, showing interest and follow-up question. The trainers must model the use of all skills appropriately. Ask each participant to role play all four skills with the trainer or co-trainer using a direct test vignette. Then ask each participant to role play the skills with another individual using a situation familiar to them to set the context for the conversation. Correct; reinforce. Use group feedback whenever possible. Make sure the participants correctly demonstrate all four skills in each role play.

5. Start the tape and play the final two modeling vignettes. Discuss any comments the participants might have.
6. Answer any questions that participants have about Lesson VI.
7. Complete the session by conducting the DT/MG testing.

Follow-Up Questions

Lesson VI Transcript

Introduction

In this sixth lesson, you will hear examples of questions that can be asked during a conversation. These questions usually follow up on an opening question and ask for more information from the speaker. You will find that this type of follow-up question helps to move the conversation along. A follow-up question, then, is a question about information that has already been presented by the other person.

There are a number of important points about follow-up questions. As you listen to this tape, ask yourself whether the person asking the follow-up question has followed these points:

1. Ask for more information about the same topic, for example, "What did you like best about the movie?", "Is he easy to talk to?", "What do you like best about your job?", "Tell me what you did last weekend."
2. Offer your opinions about the topic, for example, "Yes, the best part of the movie, to me, was...", "I agree, he really does put you at ease.", "Your job really sounds like it keeps you busy."

Following up on something a person has already said is important in conversation skills. You can do this by asking a question that keeps people talking about something they have an interest in or know something about. Remember, in asking follow-up questions, follow these steps:

1. Ask for more information about the same topic.
2. Offer your opinions about the topic.

Examples of good follow-up questions might include statements like "What did you like best about the movie?", "What is the hardest part of your new job?", "Tell me what you did last weekend.", "Is he easy to work with?", "What did you do while you were visiting?"

PAUSE

Trainer: (Ask participants to identify the follow-up question in each situation.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?

Person 2: Oh, hi, John. Pretty good. How are things with you?

Person 1: Not bad. Can't complain, I guess.

Person 2: What do you think about those new bicycle brakes we were working on today?

Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the hang of it.

Person 2: Yeah, I know what you mean. They're tough to figure out.

Person 1: That's right.

Person 2: What do you think is the hardest part about putting them together?

Person 1: Well, for me, it's gettting the pads to fit evenly.

Person 2: Is that right? I have trouble with that too.

Person 1: Yeah, they're kind of tricky.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.
Person 2: Hello, Tom. How are you doing?
Person 1: Pretty good.
Person 2: What did you do last night?
Person 1: I watched the movie, "What's up Doc?".
Person 2: Oh, is that right?
Person 1: Yeah, it was pretty good too.
Person 2: What was the movie about?
Person 1: Well this guy and girl find some stolen diamonds and get chased by everybody.
Person 2: Really?
Person 1: Yeah, it was very funny. There was a lot of action.
Person 2: Who was in it?
Person 1: Barbra Streisand and Ryan O'Neal.
Person 2: They're real good. Did they get caught by the people chasing them?
Person 1: The police caught them so they gave the diamonds back. But they didn't get in trouble. The real bad guys went to jail.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.

Person 2: Hi, Ed. My name is Jim. Where are you headed?

Person 1: I'm going to Little Rock to visit my parents.

Person 2: Oh, really?

Person 1: Yeah, I always have a good time when I visit them.

Person 2: That's great. Well, Ed, did you grow up in Little Rock?

Person 1: Yeah, I lived there most of my life.

Person 2: I grew up in a small town. How did you like living in the big city?

Person 1: I liked it a lot. There was always plenty of stuff to do, like going to the movies, skating and bowling.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?

Person 2: Pretty good, how about yourself?

Person 1: Not bad.

Person 2: How's the party going?

Person 1: Looks like it's going pretty well. At least they're playing good music this time.

Person 2: Yeah, that's right.

Person 1: I didn't like that punk music they played last time.

Person 2: Neither did I. What kind of music do you like?

Person 1: I like country and western like they're playing tonight.

PAUSE

Here are some more good examples of follow-up questions. Each of these examples demonstrates the following important steps:

1. Asking for more information about the same topic.
2. Presenting your opinions about the topic. When you ask follow-up questions using these steps, your conversations will last longer. They will be more enjoyable because you will learn more about the other person.

Please listen carefully to these examples of follow-up questions.

PAUSE

(Trainer: Ask participants to identify the follow-up question after each situation is played.)

Situation 5

Setting: You are at the grocery store shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me too.

Person 2: What are you going to get for dinner?

Person 1: Oh, I thought I'd get some hamburgers to cook out.
Person 2: Oh, that sounds good.
Person 1: Yeah, I like hamburgers.
Person 2: I'm just having a TV dinner.
Person 1: Hmmm. That doesn't sound too good.
Person 2: Well, actually I like them. What's your favorite food to eat?
Person 1: I like steak and potatoes the best.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.
Person 2: Hi, Mary. My name is Sam. Nice to meet you.
Person 1: Nice to meet you, Sam.
Person 2: Well, Mary, where do you work?
Person 1: I work at the bakery across the street.
Person 2: Really? That sounds like a neat job.
Person 1: Yeah, I really like it.
Person 2: What do you do over there?
Person 1: I bake doughnuts and cookies.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.
Person 2: Good morning, Jill. How are you doing?
Person 1: Fine, thanks. How about yourself?
Person 2: Pretty good. Well, what do you think we will be working on today?
Person 1: I think they said we would be stuffing envelopes all this week.
Person 2: Is that right?
Person 1: Yeah, that is what they said. But I'm not sure I like stuffing envelopes.
Person 2: Oh?
Person 1: I get kind of bored with it.
Person 2: Yeah, me too. How many envelopes can you stuff in an hour?
Person 1: About one hundred on a good day.

PAUSE

Situation 8

Setting: You're at a drive in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?
Person 2: Hello, Larry. Pretty good. What's happening with you?
Person 1: Not much. Just watching the movie.
Person 2: What did you think of the first movie?

Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

Person 2: Really!

Person 1: Especially when they had to jump the draw bridge as it was opening up.

Person 2: That's right. What did you think about the ending?

Person 1: Well, to tell you the truth, I was surprised when the leader of the gang got killed.

PAUSE

You have just heard some good examples of how to ask follow-up questions to keep a conversation going. At this time, let's discuss the skills you have just heard demonstrated in asking follow-up questions. Were you able to identify the important steps used in asking follow-up questions?

PAUSE

(Trainer: Discuss the modeling vignettes.)

Can you think of any other situations in your own life in which you could use follow-up questions to help keep a conversation going?

Let's practice asking follow-up questions using some situations from the training and some situations that you have experienced in your own life.

STOP THE TAPE

(Trainer: Role play use of the follow-up questions. See Trainer Instruction #4.)

Here are two more good examples of asking follow-up questions that use the following steps:

1. Ask for more information about the same topic.
2. Offer your opinions about the topic.

As you listen to the follow-up questions, identify the important points printed on your cards as they are used in the conversations.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?

Person 2: Hi! No. Go right ahead.

Person 1: My name is Fred.

Person 2: Nice to meet you Fred. My name is Eric. How do you like working on the day shift?

Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

Person 2: Yeah, I know what you mean. I don't like getting up early either.

Person 1: I guess I'll have to start going to bed earlier.

Person 2: Well, Fred, what job do they have you working on?

Person 1: I'm reupholstering those old reclining chairs that came in the other day.

Person 2: That sounds like hard work. How long does it take to finish one chair?

Person 1: About 2½ hours.

Person 2: That's pretty fast. Did you do the recliner that was in the hall this morning?

Person 1: Yeah, I sure did.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.
Person 2: Howdy, Steve. My name is Ronald. How's it going?
Person 1: Not bad, how about yourself?
Person 2: Pretty good. What do you think about the game?
Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.
Person 2: Really?
Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.
Person 2: Who are some of their best hitters?
Person 1: The first baseman and center fielder are really good.
Person 2: That's right. I've seen them play before. Do you play on a team?
Person 1: Yes, I play for Spiro's Pizza Parlor.

Lesson VII

Expressing a Compliment

Complimenting the other person in a conversation has two positive effects. First, the compliment causes the other person to have a good feeling about the exchange. Second, the compliment indicates that the listener is paying attention to what the person is saying. Expressing a compliment, therefore, is a good conversation skill. In this lesson, participants are provided an opportunity to hear and practice compliments in conversational situations:

Materials Needed

Two tape recorders
Lesson VII training tape
DT/MG audio testing tape
Blank audio tape
Conversation cue card for Lesson VII

Trainer Instructions

1. Start the Lesson VII tape. Pause after the initial instructional input and distribute and discuss the Lesson VII conversation cue cards.
2. Play the eight modeling vignettes and accompanying instructions.
3. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
4. Beginning with the trainer and co-trainer, model the greeting, opening question, showing interest, follow-up question and expressing a compliment. The trainers must model appropriate ways to express a compliment in a conversation along with the previously taught skills. Ask each participant to role play all five skills with the trainer or co-trainer using a direct test vignette. Then, ask each participant to role play the skills with another individual using a situation familiar to them

to set the context for the conversation. Correct; reinforce. Use group feedback whenever possible. Make sure the participants correctly demonstrate all five skills in each role play.

5. Start the tape and play the final two modeling vignettes. Discuss any comments that participants have.
6. Answer any questions that participants have about Lesson VII.
7. Ask participants to compliment someone during the course of a conversation in the upcoming week and observe the effect of the compliment on the other person.
8. Determine mastery of the compliment and maintenance of all previous skills through DT/MG assessments.

Expressing a Compliment

Lesson VII Transcript

Introduction

The title of this lesson is "Expressing a Compliment." On this tape you will hear examples of compliments, that is, pleasant things that one person can say to another. These compliments give the other person a good feeling about you and indicate that you are paying attention to the person. Expressing a compliment, then, is a good conversation skill.

A compliment is a positive statement about the other person. It may be directed at something the person has said, has done, is wearing...some aspect of the other person that you feel good about. When you express a compliment, remember to follow these points:

1. Think of something positive you like about the person.
2. Pick the right time to express a compliment; for example, wait until the person finishes speaking.
3. Say the compliment in a pleasant tone of voice.

Compliments make other people feel that you care about them and that you are interested in them. If other people feel good about you, they are much more likely to want to continue to talk to you. So remember to express compliments at appropriate times during the conversation. To express compliments, keep these points in mind:

1. Think of something positive you like about the person.
2. Pick the right time to express the compliment; for example, wait until the person finishes talking.
3. Say the compliment in a pleasant tone of voice.

PAUSE

(Trainer: Distribute and discuss the conversation cue card.)

Here are some examples of compliments that people might say to each other in different situations:

"You did good work today."
"You look very nice today."
"The dinner you prepared was delicious."
"Is that a new shirt? It looks good on you."
"You played a good game."

Again, using our conversations from earlier lessons, here are some more good examples of how to express a compliment in a conversation. Listen carefully for the compliments and notice how it makes the conversation more pleasant.

PAUSE

(Trainer: Ask participants to identify the compliment in each vignette.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?

Person 2: Oh, hi, John. Pretty good. How are things with you?

Person 1: Not bad. Can't complain, I guess.

Person 2: What do you think about these new bicycle brakes we were working on today?

Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the hang of it.

Person 2: Yeah, I know what you mean. They're tough to figure out.

Person 1: That's right.

Person 2: What do you think is the hardest part about putting them together?

Person 1: Well, for me, it's getting the pads to fit evenly.

Person 2: Is that right? I have trouble with that too.

Person 1: Yeah, they're kind of tricky.

Person 2: You know, John, you've always been one of the best workers in the shop. I don't think it will be long before you get the hang of putting those pads in.

Person 1: Gee, thanks. That's nice to hear.

Person 2: Yeah, you always do real good work.

Person 1: Thank you.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.

Person 2: Hello, Tom. How are you doing?

Person 1: Pretty good.

Person 2: What did you do last night?

Person 1: I watched the movie, "What's up Doc?".

Person 2: Oh, is that right?

Person 1: Yeah, it was pretty good too.

Person 2: What was the movie about?

Person 1: Well, this guy and girl find some stolen diamonds and get chased by everybody.

Person 2: Really?

Person 1: Yeah, it was very funny, and there was a lot of action.

Person 2: Who was in it?

Person 1: Barbra Streisand and Ryan O'Neal.

Person 2: They're real good. Did they get caught by the people chasing them?

Person 1: The police caught them so they gave the diamonds back. But they didn't get in trouble. The real bad guys went to jail.

Person 2: Well, that sounds like a real good movie. It was nice of you to tell me about it.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.

Person 2: Hi, Ed. My name is Jim. Where are you headed?

Person 1: I'm going to Little Rock to visit my parents.

Person 2: Oh, really?

Person 1: Yeah, I always have a good time when I visit them.

Person 2: That's great. Well, Ed did you grow up in Little Rock?

Person 1: Yeah, I lived there most of my life.

Person 2: I grew up in a small town. How did you like living in the big city?

Person 1: I liked it a lot. There was always plenty of stuff to do, like going to the movies, skating, and bowling.

Person 2: That sounds like fun. I bet you're good at skating and bowling.
Person 1: Thanks. I'm not too bad. I mainly like to do them just for the fun of it.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?
Person 2: Pretty good, how about yourself?
Person 1: Not bad.
Person 2: How's the party going?
Person 1: Looks like its going pretty well. At least they're playing good music this time.
Person 2: Yeah, that's right.
Person 1: I didn't like that punk music they played last time.
Person 2: Neither did I. What kind of music do you like?
Person 1: I like country and western like they're playing tonight.
Person 2: Is that right? You know good music when you hear it.
Person 1: Thanks. So do you.

PAUSE

Here are some more good examples of expressing a compliment. Each of these examples demonstrates the following important steps:

1. Think of something positive you like about the person.
2. Pick the right time to express the compliment, e.g., wait until the person finishes speaking.
3. Say the compliment in a pleasant tone of voice.

When you express compliments in this way, you make other people feel that you care about them and make it more likely that they will want to continue to talk to you. Please listen carefully to these examples of expressing compliments.

PAUSE

Situation 5

Setting: You are at the grocery store, shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?
Person 2: Oh, hi. I'm shopping for my dinner.
Person 1: Yeah, me, too.
Person 2: What are you going to get for dinner?
Person 1: Oh, I thought I'd get some hamburgers to cook out.
Person 2: Oh, that sounds good.
Person 1: Yeah, I like hamburgers.
Person 2: I'm just having a TV dinner.
Person 1: Hmmm. That doesn't sound too good.
Person 2: Well, actually I like them. What's your favorite food to eat?

Person 1: I like steak and potatoes the best.

Person 2: Me too. Sounds like you have good taste. And I have heard you're a good cook.

Person 1: That's nice of you to say, but I'm not so sure about that.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.

Person 2: Hi, Mary. My name is Sam. Nice to meet you.

Person 1: Nice to meet you, Sam.

Person 2: Well, Mary, where do you work?

Person 1: I work at the bakery across the street.

Person 2: Really? That sounds like a neat job.

Person 1: Yeah, I really like it.

Person 2: What do you do over there?

Person 1: I bake doughnuts and cookies.

Person 2: Is that right? Well, I've had some doughnuts from your shop, and they sure are good.

Person 1: Thank you. I'm glad you liked them.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.

Person 2: Good morning, Jill, How are you doing?

Person 1: Fine, thanks. How about yourself?

Person 2: Pretty good. Well, what do you think we will be working on today?

Person 1: I think they said we would be stuffing envelopes all this week.

Person 2: Is that right?

Person 1: Yeah, that is what they said. But I'm not sure I like stuffing envelopes.

Person 2: Oh?

Person 1: I get kind of bored with it.

Person 2: Yeah, me too. How many envelopes can you stuff in an hour?

Person 1: About one hundred on a good day.

Person 2: Wow! That's a lot. You sure are a good worker, Jill.

PAUSE

Situation 8

Setting: You're at a drive-in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?

Person 2: Hello, Larry. Pretty good. What's happening with you?

Person 1: Not much. Just watching the movie.

Person 2: What did you think of the first movie?

Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

Person 2: Really!

Person 1: Especially when they had to jump the draw bridge as it was opening up.

Person 2: That's right. What did you think about the ending?

Person 1: Well, to tell you the truth, I was surprised when the leader of the gang got killed.

Person 2: So was I. Oh, by the way, you did an excellent job cleaning those sinks today at work.

Person 1: Gee, thanks, Jack. That's nice to hear.

PAUSE

You have just heard some good examples of how to express compliments. At this time let's discuss the steps you have heard demonstrated. Were you able to identify the important steps used in expressing a compliment?

PAUSE

(Trainer: Discuss the modeling vignettes.)

Can you think of any situations in your own life in which you could have expressed a compliment to someone else?

PAUSE

(Trainer: Discuss possible role play situations.)

Now let's practice expressing compliments in some of the situations from the training and from your own experience.

STOP THE TAPE

(Trainer: Role play the use of the compliment. See Trainer Instruction #4.)

Here are two more good examples of expressing compliments that use the following steps:

1. Think of something positive you like about the person.
2. Pick the right time to express the compliment, for example, wait until the person finishes speaking.
3. Say the compliment in a pleasant tone of voice.

As you listen to the compliments being given, identify the important steps printed on the card as they are used in the conversation.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?

Person 2: Hi! No. Go right ahead.

Person 1: My name is Fred.

Person 2: Nice to meet you, Fred. My name is Eric.

Person 2: How do you like working on the day shift?

Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

Person 2: Yeah, I know what you mean. I don't like getting up early either.

Person 1: I guess I'll have to start going to bed earlier.

Person 2: Well, Fred, what job do they have you working on?

Person 1: I'm reupholstering those old reclining chairs that came in the other day.

Person 2: That sounds like hard work. How long does it take to finish one chair?

Person 1: About 2½ hours.

Person 2: That's pretty fast. Did you do the recliner that was in the hall this morning?

Person 1: Yeah, I sure did.

Person 2: You did a nice job, it looks brand new.

Person 1: Thanks.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.

Person 2: Howdy, Steve. My name is Ronald. How's it going?

Person 1: Not bad, how about yourself?

Person 2: Pretty good. What do you think about the game?

Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Person 2: Really?

Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.

Person 2: Who are some of their best hitters?

Person 1: The first baseman and center fielder are really good.

Person 2: That's right. I've seen them play before. Do you play on a team?

Person 1: Yes, I play for Spiro's Pizza Parlor.

Person 2: Is that right? They're a real good team. You must be a good player.

Person 1: Well, thanks. I'm okay I guess.

Lesson VIII

Self-disclosure

Another skill useful for maintaining a conversation is self-disclosure. In self-disclosure, the individual shares his/her opinions, feelings, interests or activities with the other person. This encourages the other person to share similar information. It also helps the two individuals identify areas of common interest.

Materials Needed

- Two tape recorders
- Lesson VIII training tape
- DT/MG audio testing tape
- Blank audio tape
- Conversation cue card for Lesson VIII

Trainer Instructions

1. Discuss the effects of a compliment, the homework assignment from last week.
2. Start the Lesson VIII tape. Pause after the initial instructional input and distribute and discuss the Lesson VIII cue card.
3. Play the eight modeling vignettes and accompanying instructions.
4. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
5. Beginning with the trainer and the co-trainer, model the previously taught skills—greeting, opening question, showing interest, follow-up question and expressing a compliment. After the compliment, model the new skill, self-disclosure.
6. Ask each participant to role play all of the skills including the self-disclosure with the trainer or co-trainer using a direct test vignette.

7. Ask each participant to role play the skills with another individual using a familiar situation as a context for the conversation. Correct; reinforce. Use group feedback whenever possible. Make sure the participants correctly demonstate all of the skills in each role play.
8. Start the tape and play the final two modeling vignettes. Discuss any comments that participants might have.
9. Answer any questions about Lesson VIII.
10. Conduct the DT/MG assessments.

Self-disclosure
Lesson VIII Transcript

Introduction

In this lesson you will hear people providing information about themselves to others. Statements that tell more about how we think or feel are called self-disclosures. Self-disclosures include statements about your opinions, past experiences, feelings or current interests and activities. When you express your thoughts about a topic, others will get to know you better and they will be more likely to tell you information about themselves. Also self-disclosures help people find common interests which helps the conversation develop even further.

Here are some important points to remember when expressing information about yourself:

1. Listen carefully to what the other person is saying.
2. Select a statement about your opinions, feelings, interests or experiences that fits the topic of conversation or the other person's remark.
3. Ask for the other person's reaction to what you have said.

When you tell someone more about yourself, you make conversations more interesting. Self-disclosures will help you and the other person get to know each other better.

Remember, follow these points when expressing information about yourself:

1. Listen carefully to what th other person is saying.
2. Express statements about your opinions, feelings, interests or experiences that fit the topic of conversation or the other person's remark.
3. Ask for the other person's reaction to what you have said.

PAUSE

(Trainer: Distribute and discuss the Lesson VIII conversation cue card.)

Here are some good examples of people expressing information about themselves that have been added to our conversations from Lesson 7. Listen carefully for the self-disclosures.

PAUSE

(Trainer: Ask participants to identify the self-disclosures in each vignette.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?

Person 2: Oh, hi, John. Pretty good. How are things with you?

Person 1: Not bad. Can't complain, I guess.

Person 2: What do you think about those new bicycle brakes we were working on today?

Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the hang of it.

Person 2: Yeah, I know what you mean. They're tough to figure out.

Person 1: That's right.

Person 2: What do you think is the hardest part about putting them together?

Person 1: Well, for me, it's getting the pads to fit evenly.

Person 2: Is that right? I have trouble with that too.

Person 1: Yeah, they're kind of tricky.

Person 2: You know, John, you've always been one of the best workers in the shop. I don't think it will be long before you get the hang of putting those pads in.

Person 1: Gee, thanks. That's nice to hear.

Person 2: Yeah, you always do real good work.

Person 1: Thank you.

Person 2: I don't think we were trained well enough before we started this job. What do you think?

Person 1: Oh, I don't know. It seems like it took practice more than anything else.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before going to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.

Person 2: Hello, Tom. How are you doing?

Person 1: Pretty good.

Person 2: What did you do last night?

Person 1: I watched the movie, "What's up Doc?".

Person 2: Oh, is that right?

Person 1: Yeah, it was pretty good too.

Person 2: What was the movie about?

Person 1: Well, this guy and girl find some stolen diamonds and get chased by everybody.

Person 2: Really?

Person 1: Yeah, it was very funny, and there was a lot of action.

Person 2: Who was in it?

Person 1: Barbra Streisand and Ryan O'Neal.

Person 2: They're real good. Did they get caught by the people chasing them?

Person 1: The police caught them so they gave the diamonds back. But they didn't get in trouble. The real bad guys went to jail.

Person 2: Well, that sounds like a real good movie. It was nice of you to tell me about it. The only problem with movies on TV is all of the commercials. Does that bother you any?

Person 1: It sure does. But at least it gives you time to raid the refrigerator.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.

Person 2: Hi, Ed. My name is Jim. Where are you headed?

Person 1: I'm going to Little Rock to visit my parents.

Person 2: Oh, really?

Person 1: Yeah, I always have a good time when I visit them.

Person 2: That's great. Well, Ed, did you grow up in Little Rock?

Person 1: Yeah, I lived there most of my life.

Person 2: I grew up in a small town. How did you like living in the big city?

Person 1: I liked it a lot. There was always plenty of stuff to do, like going to the movies, skating, and bowling.

Person 2: That sounds like fun. I bet you're good at skating and bowling.

Person 1: Thanks. I'm not too bad. I mainly do them just for the fun of it.

Person 2: I get mad when I go someplace and don't get in because of the crowds. Has that happened to you?

Person 1: Yeah, I tried to see "The Empire Strikes Back" last Friday. No way was I going to get a ticket for that.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?

Person 2: Pretty good, how about yourself?

Person 1: Not bad.

Person 2: How's the party going?

Person 1: Looks like its going pretty well. At least they're playing good music this time.

Person 2: Yeah, that's right.

Person 1: I didn't like that punk music they played last time.

Person 2: Neither did I. What kind of music do you like?

Person 1: I like country and western like they're playing tonight.

Person 2: Is that right? You know good music when you hear it.

Person 1: Thanks. So do you.

Person 2: I just bought that new Kenny Rogers' album. He's my favorite. Who is your favorite singer?

Person 1: I guess I like Willie Nelson best of all.

PAUSE

Here are some more good examples of self-disclosures. Each of these examples demonstrates the following important steps:

1. Listen carefully to what the other person is saying.
2. Express statements about your opinions, feelings, interests or experiences that fit the topic of conversation or the other person's remark.
3. Ask for the other person's reaction to what you have said.

When you tell about yourself, you encourage the other person to do the same. You also state an interest or opinion that the person may also share. Please listen carefully to these examples of self-disclosures.

Situation 5

Setting: You are at the grocery store, shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me too.

Person 2: What are you going to get for dinner?

Person 1: Oh, I thought I'd get some hamburgers to cook out.

Person 2: Oh, that sounds good.

Person 1: Yeah, I like hamburgers.

Person 2: I'm just having a TV dinner.

Person 1: Hmmm. That doesn't sound too good.

Person 2: Well, actually I like them. What's your favorite food to eat?

Person 1: I like steak and potatoes the best.

Person 2: Me too. Sounds like you have good taste. And I have heard you're a good cook.

Person 1: That's nice of you to say, but I'm not so sure about that.

Person 2: Until we get some better restaurants in town, I would just as soon cook at home. What do you think?

Person 1: You said it! Besides that, I can't afford to go out very often.

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.

Person 2: Hi, Mary. My name is Sam. Nice to meet you.

Person 1: Nice to meet you, Sam.

Person 2: Well, Mary where do you work?

Person 1: I work at the bakery across the street.

Person 2: Really? That sounds like a neat job.

Person 1: Yeah, I really like it.

Person 2: What do you do over there?

Person 1: I bake doughnuts and cookies.

Person 2: Is that right? Well, I've had some doughnuts from your shop, and they sure are good.

Person 1: Thank you. I'm glad you liked them.

Person 2: I wish your bakery would put in a coffee bar. Then I could have my breakfast there. Any chance of that?

Person 1: That's a pretty good idea. I'll tell the boss about it.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.

Person 2: Good morning, Jill. How are you doing?

Person 1: Fine, thanks. How about yourself?

Person 2: Pretty good. Well, what do you think we will be working on today?

Person 1: I think they said we would be stuffing envelopes all this week.

Person 2: Is that right?

Person 1: Yeah, that is what they said. But I'm not sure I like stuffing envelopes.

Person 2: Oh?

Person 1: I get kind of bored with it.

Person 2: Yeah, me too. How many envelopes can you stuff in an hour?

Person 1: About one hundred on a good day.

Person 2: Wow! That's a lot. You sure are a good worker, Jill.

Person 2: I liked repairing the fishing rods best. Each one presented a little different problem. How did you like that job?

Person 1: Not too well. I kept breaking the thread that we used to wrap the joints.

PAUSE

Situation 8

Setting: You're at a drive-in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?

Person 2: Hello, Larry. Pretty good. What's happening with you?

Person 1: Not much. Just watching the movie.

Person 2: What did you think of the first movie?

Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

Person 2: Really!

Person 1: Especially when they had to jump the draw bridge as it was opening up.

Person 2: That's right. What did you think about the ending?

Person 1: Well, to tell the truth, I was surprised when the leader of the gang got killed.

Person 2: So was I. Oh, by the way, you did an excellent job cleaning those sinks today at work.

Person 1: Gee, thanks, Jack. That's nice to hear.

Person 2: You gave me some extra time to put brakes together. I earned enough money to afford the movie. It sure costs a lot of money to go to the movie, doesn't it?

Person 1: Three dollars was okay, I guess. But when they went up to $4.50, they priced me right out of the market.

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PAUSE

You have just heard some good examples of how to express self-disclosures. At this time let's discuss the steps you have heard demonstrated. Were you able to identify the important steps used in providing a self-disclosure?

PAUSE

(Trainer: Discuss the modeling vignettes.)

Can you think of any situations in your own life in which you could have expressed a self-disclosure to someone else?

PAUSE

(Trainer: Discuss possible role play situations.)

Now let's practice expresing self-disclosures in some of the situations from the training and from your own life.

STOP THE TAPE

(Trainer: Role play the use of self-disclosure.)

Here are two more good examples of expressing self-disclosures that use the following steps:

1. Listen carefully to what the other person is saying.
3. Express statements about your opinions, feelings, interests or experiences that fit the topic of conversation or the other person's remark.
3. Ask for the other person's reaction to what you have said.

As you listen to the self-disclosures given, identify the important steps printed on the card as they are used in the conversation.

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?

Person 2: Hi! No. Go right ahead.'

Person 1: My name is Fred.

Person 2: Nice to meet you Fred. My name is Eric. How do you like working on the day shift?

Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

Person 2: Yeah, I know what you mean. I don't like getting up early either.

Person 1: I guess I'll have to start going to bed earlier.

Person 2: Well, Fred, what job do they have you working on?

Person 1: I'm reupholstering those old reclining chairs that came in the other day.

Person 2: That sounds like hard work. How long does it take to finish one chair?

Person 1: About 2½ hours.

Person 2: That's pretty fast. Did you do the recliner that was in the hall this morning?

Person 1: Yeah, I sure did.

Person 2: You did a nice job; it looks brand new.

Person 1: Thanks.

Person 2: You know I just bought a new Lean-Too recliner. I think they are the best on the market. What do you think?

Person 1: Yeah, they're good. But Crawford makes a good recliner too.

Person 2: Yes, but they're awfully expensive.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.

Person 2: Howdy, Steve. My name is Ronald. How's it going?

Person 1: Not bad, how about yourself?

Person 2: Pretty good. What do you think about the game?

Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Person 2: Really?

Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.

Person 2: Who are some of their best hitters?

Person 1: The first baseman and center fielder are really good.

Person 2: That's right. I've seen them play before. Do you play on a team?

Person 1: Yes, I play for Spiro's Pizza Parlor.

Person 2: Is that right? They're a real good team. You must be a good player.

Person 1: Well, thanks. I'm okay I guess.

Person 2: I play for Bob's Texaco. You can't miss us; we have uniforms that make us look like zebras. Have you seen our uniforms?

Person 1: Yes, but I think the stripes look classy. At least you have new uniforms.

Lesson IX

Ending the Conversation

The proper end to a conversation should be consistent with the content, setting and time of the conversation. Endings may represent a restatement of something already said in the conversation, a follow-up regarding any decisions made during the conversation, or a compliment to the other person which leaves the other person with a positive feeling. The proper ending is an important conversational skill.

Materials Needed

Two tape recorders
Lesson IX training tape
DT/MG audio testing tape
Blank audio tape
Conversation cue card for Lesson IX

Trainer Instructions

1. Start the Lesson IX tape. Pause after the initial instructional input and distribute and discuss the Lesson IX conversation cue card.
2. Play the eight modeling vignettes and accompanying instructions.
3. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
4. Beginning with the trainer and the co-trainer, model the greeting, opening question, showing interest, follow-up question, expressing a compliment, self-disclosure and appropriate ending of a conversation. Be sure to model the use of different types of conversation enders, such as summarizations, restatement of commitments or plans, and expression of a compliment. Ask each participant to role play all of the skills with the trainer or co-trainer using a direct test vignette. Next, ask each participant to role play the skills with another individual using a situation familiar to

them to set the context for the conversation. Correct; reinforce. Use group feedback whenever possible. Make sure the participants correctly demonstrate all of the skills in each role play.

5. Start the tape and play the final two modeling vignettes. Discuss any comments that participants might have.
6. Answer any questions that participants have about Lesson IX.
7. Ask participants to practice the use of all seven of the conversation skills with a family member or close friend. Discuss their experiences at the beginning of the next session.
8. Determine the individual's ability to use all of the conversation skills by evaluating his/her responses to the DT/MG testing situations.

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Ending the Conversation

Lesson IX Transcript

Introduction

The title of this session is "Ending the Conversation." On this tape, you will hear examples of people wrapping up or ending a conversation. Ending a conversation requires an appropriate statement on your part to let people know that you have enjoyed talking with them and that you have paid attention to them throughout the conversation. Examples of appropriate endings include:

a. **Restating main points**, "Well, I'm glad it worked out for you to take the bus to work this morning. I think you're right that taking the bus saves money."
b. **Following-up on a commitment**, "Okay, I will plan to see you at eight o'clock tonight and we'll go to the movie."
c. **Expressing a compliment**, "I have really enjoyed talking with you. You have had some really interesting experiences."

The right ending to a conversation gives both of you a good feeling about the conversation. You feel that you understand each other and that you both know what steps need to be taken to follow up on the conversation at a later date. In ending a conversation, remember to follow certain points:

1. Look the person in the eye.
2. Choose an ending that is appropriate to the conversation setting and time.
3. Decide among a number of different types of conversation enders that you might use such as a **summarization**, "Well, I'm glad that you finally found a good mechanic who can fix your car."; **responding to commitments**, "That sounds good; let's plan to go to the lake Saturday morning."; and **compliment**, "Good luck with your plan; I think you really have a good idea."
4. Close the conversation with an appropriate closing statement such as "I'll be seeing you." "I enjoyed talking with you." "Hope to see you again soon.", "So long.", "Goodbye."

The right ending to a conversation gives both you and the other person a good feeling about the conversation. It allows you to come to a conclusion about any plans that the two of you have made. It gives you an opportunity to review or go over the main points of the conversation and even, if appropriate, to express a final compliment to the person. Remember, in ending the conversation to:

1. Look the other person in the eye.
2. Choose an ending that is appropriate to the conversation setting and time.
3. Decide among a number of different types of conversation enders that you might use such as a **summarization**, "Well, I'm glad that you were able to finish your work on time."; **responding to commitments**, "That sounds good, I'll meet you here at eight o'clock tonight." and **compliment**, "Good luck on your new job; I think you'll do very well."
4. End with an appropriate closing statement such as "Goodbye" or "So long."

PAUSE

(Trainer: Distribute and discuss the conversation cue card.)

Here are some good examples of proper endings added to the conversations you heard in the earlier lessons. Listen carefully for the conversation enders.

PAUSE

(Trainer: Ask participants to identify the conversation enders.)

Situation 1

Setting: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:

Person 1: Hi, Joe. How's it going?

Person 2: Oh, hi, John. Pretty good. How are things with you?

Person 1: Not bad. Can't complain, I guess.

Person 2: What do you think about those new bicycle brakes we were working on today?

Person 1: They were a lot harder to put together than I thought. It's going to take me a little while before I get the the hang of it.

Person 2: Yeah, I know what you mean. They're tough to figure out.

Person 1: That's right.

Person 2: What do you think is the hardest part about putting them together?

Person 1: Well, for me, it's getting the pads to fit evenly.

Person 2: Is that right? I have trouble with that too.

Person 1: Yeah, they're kind of tricky.

Person 2: You know, John, you've always been one of the best workers in the shop. I don't think it will be long before you get the hang of putting those pads in.

Person 1: Gee, thanks. That's nice to hear.

Person 2: Yeah, you always do real good work.

Person 1: Thank you.

Person 2: I don't think we were trained well enough before we started this job. What do you think?

Person 1: Oh, I don't know. It seems like it took practice more than anything else.

Person 2: Yeah, maybe so. Well, it's time to get back at those bike brakes. Well, I'll talk to you later.

Person 1: Okay. I'll see you later.

PAUSE

Situation 2

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. Your friend Tom sees you and says:

Person 1: Hey, Mark.
Person 2: Hello, Tom. How are you doing?
Person 1: Pretty good.
Person 2: What did you do last night?
Person 1: I watched the movie, "What's up Doc?".
Person 2: Oh, is that right?
Person 1: Yeah, it was pretty good too.
Person 2: What was the movie about?
Person 1: Well, this guy and girl find some stolen diamonds and get chased by everybody.
Person 2: Really?
Person 1: Yeah, it was very funny, and there was a lot of action.
Person 2: Who was in it?
Person 1: Barbra Streisand and Ryan O'Neal.
Person 2: They're real good. Did they get caught by the people chasing them?
Person 1: The police caught them so they gave the diamonds back. But they didn't get in trouble. The real bad guys went to jail.
Person 2: Well, that sounds like a real good movie. It was nice of you to tell me about it. The only problem with movies on TV is all of the commercials. Does that bother you any?
Person 1: It sure does. But at least it gives you time to raid the refrigerator.

Person 2: I have to go. I enjoyed talking with you.
Person 1: Okay, I'll catch you later.

PAUSE

Situation 3

Setting: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits down next to you and says:

Person 1: Hi! My name is Ed.
Person 2: Hi, Ed. My name is Jim. Where are you headed?
Person 1: I'm going to Little Rock to visit my parents.
Person 2: Oh, really?
Person 1: Yeah, I always have a good time when I visit them.
Person 2: That's great. Well, Ed, did you grow up in Little Rock?
Person 1: Yeah, I lived there most of my life.
Person 2: I grew up in a small town. How did you like living in the big city?
Person 1: I liked it a lot. There was always plenty of stuff to do, like going to the movies, skating and bowling.
Person 2: That sounds like fun. I bet you're good at skating and bowling.
Person 1: Thanks. I'm not too bad. I mainly do them just for the fun of it.
Person 2: I get mad when I go someplace and don't get in because of the crowds. Has that happened to you?
Person 1: Yeah, I tried to see "The Empire Strikes Back" last Friday. No way was I going to get a ticket for that.

Person 2: Well, it looks like we're comin~ to my stop. It was nice talking to you.
Person 1: It was good talking to you. Take it easy.

PAUSE

Situation 4

Setting: You are at a party for all the employees. A friend that you work with sits down next to you and says:

Person 1: Hey, how are you doing?
Person 2: Pretty good, how about yourself?
Person 1: Not bad.
Person 2: How's the party going?
Person 1: Looks like its going pretty well. At least they're playing good music this time.
Person 2: Yeah, that's right.
Person 1: I didn't like that punk music they played last time.
Person 2: Neither did I. What kind of music do you like?
Person 1: I like country and western like they're playing tonight.
Person 2: Is that right? You know good music when you hear it.
Person 1: Thanks. So do you.
Person 2: I just bought that new Kenny Rogers' album. He's my favorite. Who is your favorite singer?
Person 1: I guess I like Willie Nelson best of all.
Person 2: Well, I am glad you are enjoying the party. I'll talk with you a little later.
Person 1: Okay, I'll see you later.

PAUSE

Here are some more examples of ending a conversation. These examples demonstrate the following important points:

1. Look the other person in the eye.
2. Choose an ending that is appropriate to the conversation setting and time.
3. Use one or more of several different types of conversation enders—summarize the conversation, review commitments or plans, or express a compliment.
4. Select and express the appropriate ending statement.
5. Close with an appropriate closing statement such as "Goodbye" or "So long."

When you end a conversation in this way, you give both yourself and the other person a good feeling about the conversation. You feel that you understand each other and that you know what steps need to be taken to follow up on the conversation at a later date. Please listen carefully to these examples of ending a conversation.

PAUSE

(Trainer: Ask participants to identify the appropriate conversation enders.)

Situation 5

Setting: You are at the grocery store, shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:

Person 1: Hi. What are you up to?

Person 2: Oh, hi. I'm shopping for my dinner.

Person 1: Yeah, me too.

Person 2: What are you going to get for dinner?

Person 1: Oh, I thought I'd get some hamburgers to cook out.
Person 2: Oh, that sounds good.
Person 2: Yeah, I like hamburgers.
Person 2: I am just having a TV dinner.
Person 1: Hmmm. That doesn't sound too good.
Person 2: Well, actually I like them. What's your favorite food to eat?
Person 1: I like steak and potatoes the best.
Person 2: Me too. Sounds like you have good taste. And I have heard you're a good cook.
Person 1: That's nice of you to say, but I'm not so sure about that.
Person 2: Until we get some better restaurants in town, I would just as soon cook at home. What do you think?
Person 1: You said it! Besides that, I can't afford to go out very often.
Person 2: Well, I'd better run now and get my dinner in the oven. It was nice talking to you.
Person 1: Okay, it was good talking to you. I'll see you tomorrow.
Person 2: Alright! Bye!

PAUSE

Situation 6

Setting: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:

Person 1: Hi. My name is Mary.
Person 2: Hi, Mary. My name is Sam. Nice to meet you.
Person 1: Nice to meet you, Sam.

Person 2: Well, Mary where do you work?

Person 1: I work at the bakery across the street.

Person 2: Really? That sounds like a neat job.

Person 1: Yeah, I really like it.

Person 2: What do you do over there?

Person 1: I bake doughnuts and cookies.

Person 2: Is that right? Well, I've had some doughnuts from your shop, and they sure are good.

Person 1: Thank you. I'm glad you liked them.

Person 2: I wish your bakery would put in a coffee bar. Then I could have my breakfast there. Any chance of that?

Person 1: That's a pretty good idea. I'll tell the boss about it.

Person 2: Well, here comes my bus. It was real nice talking to you, Mary. I hope to see you again some time.

Person 1: It was nice talking to you. Stop by the bakery some time.

PAUSE

Situation 7

Setting: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:

Person 1: Good morning, Bob.

Person 2: Good morning, Jill. How are you doing?

Person 1: Fine, thanks. How about yourself?

Person 2: Pretty good. Well, what do you think we will be working on today?

Person 1: I think they said we would be stuffing envelopes all this week.

Person 2: Is that right?

Person 1: Yeah, that is what they said. But I'm not sure I like stuffing envelopes.

Person 2: Oh?

Person 1: I get kind of bored with it.

Person 2: Yeah, me too. How many envelopes can you stuff in an hour?

Person 1: About one hundred on a good day.

Person 2: Wow! That's a lot. You sure are a good worker, Jill. I liked repairing the fishing rods best. Each one presented a little different problem. How did you like that job?

Person 1: Not too well. I kept breaking the thread that we used to wrap the joints.

Person 2: Well, it looks like the others are starting to get here. Guess it's time to get started. It was nice talking to you.

Person 1: It was nice talking to you. I'll see you at break time.

PAUSE

Situation 8

Setting: You're at a drive-in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:

Person 1: Hi, Jack. How's it going?

Person 2: Hello, Larry. Pretty good. What's happening with you?

Person 1: Not much. Just watching the movie.

Person 2: What did you think of the first movie?

Person 1: I thought it was good. It was pretty exciting when the police were chasing those guys who robbed the bank.

Person 2: Really!

Person 1: Especially when they had to jump the draw bridge as it was opening up.

Person 2: That's right. What did you think about the ending?

Person 1: Well, to tell the truth, I was surprised when the leader of the gang got killed.

Person 2: So was I. Oh, by the way, you did an excellent job cleaning those sinks today at work.

Person 1: Gee, thanks, Jack. That's nice to hear.

Person 2: You gave me some extra time to put brakes together. I earned enough money to afford the movie. It sure costs a lot of money to go to the movie, doesn't it?

Person 1: Three dollars was okay, I guess. But when they went up to $4.50, they priced me right out of the market.

Person 2: Yeah. Well, it was good talking to you. I hope this movie is as good as the first.

Person 1: So do I. It was nice talking to you. I'll see you at work on Monday.

PAUSE

You have just heard some examples of how to end a conversation. At this time let's discuss the skills that you have just heard demonstrated. Were you able to identify the important points used in ending a conversation?

PAUSE

(Trainer: Discuss the modeling vignettes.) Can you think of any situations in your own life in which you could more effectively use these skills to end a conversation?

PAUSE

(Trainer: Identify possible role play situations.) Now let's practice ending a conversation using the situations that you have heard on the tape and that you have experienced in your own life.

PAUSE

STOP THE TAPE

(Trainer: Role play proper endings for conversations. See Trainer Instruction #4.)

Here are two more good examples of ending a conversation that demonstrate the following important points:

1. Look the other person in the eye.
2. Choose an ending that is appropriate to the conversation setting and time.
3. Use one or more of several different types of conversation enders—summarize the conversation, review commitments or plans, or express a compliment.
4. Select and express the appropriate ending statement.
5. Close with an appropriate closing statement such as "Goodbye" or So long."

As you listen to the examples of ending a conversation, identify as many of the important points that are printed on the card as you can.

PAUSE

Situation 9

Setting: You are eating lunch in the cafeteria. An employee who just began working on your shift comes over to your table and says:

Person 1: Hi! Mind if I sit down?

Person 2: Hi! No. Go right ahead.

Person 1: My name is Fred.

Person 2: Nice to meet you, Fred. My name is Eric. How do you like working on the day shift?

Person 1: Overall, I like it better than the night shift, but I still haven't gotten used to getting up early.

Person 2: Yeah, I know what you mean. I don't like getting up early either.

Person 1: I guess I'll have to start going to bed earlier.

Person 2: Well, Fred, what job do they have you working on?

Person 1: I'm reupholstering those old reclining chairs that came in the other day.

Person 2: That sounds like hard work. How long does it take to finish one chair?

Person 1: About 2½ hours.

Person 2: That's pretty fast. Did you do the recliner that was in the hall this morning?

Person 1: Yeah, I sure did.

Person 2: You did a nice job, it looks brand new.

Person 1: Thanks.

Person 2: You know I just bought a new Lean-Too recliner. I think they are the best on the market. What do you think?

Person 1: Yeah, they're good. But Crawford makes a good recliner too.

Person 2: Yes, but they're awfully expensive.

Person 1: Well, my lunch period is almost up. I'd better get back to work. I enjoyed talking with you.

Person 2: I enjoyed talking with you, and I'll see you later.

PAUSE

Situation 10

Setting: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:

Person 1: Hi, my name is Steve.

Person 2: Howdy, Steve. My name is Ronald. How's it going?

Person 1: Not bad, how about yourself?

Person 2: Pretty good. What do you think about the game?

Person 1: Well, it's pretty exciting. I think the blue team is winning by one run.

Person 2: Really?

Person 1: That's right. But I think the red team can come back and get some more runs. They've got some good hitters.

Person 2: Who are some of their best hitters?

Person 1: The first baseman and center fielder are really good.

Person 2: That's right. I've seen them play before. Do you play on a team?

Person 1: Yes, I play for Spiro's Pizza Parlor.

Person 2: Is that right? They're a real good team. You must be a good player.

Person 1: Well, thanks. I'm okay I guess.

Person 2: I play for Bob's Texaco. You can't miss us; we have uniforms that make us look like zebras. Have you seen our uniforms?

Person 1: Yes, but I think the stripes look classy. At least you have new uniforms.

Person 2: Well, you have a good point there. It was nice talking to you. I'll see you later.

Person 1: Okay, I'll see you later. So long.

Lesson X

Deciding When a Person Does Not Want to Talk

Participants will encounter situations in which the other person does not desire to have a conversation. Hence, it is important that the individual be able to recognize behaviors and non-verbal cues indicating that another individual does not want to converse. In addition, "self-talk" or thoughts are discussed which decrease the probability that participants will negatively react in such situations.

Materials Needed

Two tape recorders
Lesson X training tape
DT/MG audio testing tape
Blank audio tape
Conversation cue card for Lesson X

Trainer Instructions

1. Ask participants to share their experiences in using the seven skills in a conversation with a family member or close friend.
2. Start the Lesson X tape. Pause after the initial instructional input and distribute and discuss the Lesson X conversation cue card.
3. Play the eight modeling vignettes and accompanying instructions.
4. Stop the tape and discuss the modeling vignettes with special emphasis on the conversation cues.
5. Beginning with the trainer and the co-trainer, act out each of the modeling vignettes. The trainers must demonstrate how to recognize verbal and nonverbal indicators suggesting that the other person does not want to begin a conversation. Trainers must also model the use of positive statements to guard against any feelings of personal rejection. Participants should then be asked to role play in front of the group the various modeling vignettes. Be sure to emphasize (a)

participant interpretation of verbal and nonverbal cues that indicate whether it is an appropriate time to have a conversation and (b) participant use of positive statements to maintain self-esteem. Correct; reinforce. Use group feedback whenever possible.

6. Start the tape and play the final two modeling vignettes. Discuss any comments the participant might have.
7. Answer any questions the participants have about Lesson X.
8. Once again, ask participants to practice the use of all seven conversation skills with a family member or a close friend. Discuss their experiences at the beginning of the next session.
9. Close with the DT/MG testing. Determine skill maintenance levels of participants. Review with individuals any lessons which they have not yet mastered.

Deciding When a Person Does Not Want to Talk

Lesson X Transcript

Introduction

The title of this session is: "Deciding when a person does not want to talk." On this tape you will hear examples of what to do when another person doesn't feel like talking. Sometimes even when it appears to be a good time to talk, the other person is in a mood where he or she wants to be alone. This does not mean that the person does not like you or that you have done something wrong, but only that the person needs some time alone.

Knowing when someone does not want to talk is an important skill to learn, because it is hard to have a good conversation when a person doesn't feel like talking. Your conversations will be more enjoyable when both of you want to talk. In order to recognize when someone does not want to talk, remember to follow these important points:

1. Notice if the person looks at you when you greet him or her. People who want to talk usually look at the other person.
2. Notice whether or not the other person answers your greeting. People who want to talk will usually return your greeting by saying "Hello." or asking how you are doing.
3. Notice the tone of the person's voice. People who want to talk usually speak in a clear and friendly tone.
4. Notice the person's facial expressions. A smile and a pleasant facial expression usually tell you the person feels like talking.
5. Notice whether or not the person asks an opening question such as "What's up?", "What have you been doing?" When people are interested in talking, they often ask opening questions to find out information about things you have been doing.

When you recognize that people do not want to talk, you are allowing them to have the time they need to be alone. People will appreciate that you are giving them that time, and you will feel good about yourself for not disturbing them when they want to be alone.

To help you remember that it's okay when someone does not feel like talking, here are some things you can say silently to yourself when you think someone doesn't want to talk:

1. "Hmmm, it looks like she doesn't feel like talking. Well, that's okay, we can talk later."
2. "Gee, he didn't say hello when I spoke to him. He must have something important on his mind. Well, that's fine, we can talk at another time."
3. "Hmmm, she doesn't look interested in talking. I think I'll talk with her later. Yeah, that's a good idea, we'll have a good talk later."
4. "Boy, I sure feel good about not pushing that conversation. He looked like he really wanted to be by himself today."

Saying statements like the ones you just heard will help you remember that sometimes people are not in the mood to talk and that it doesn't mean you have done anything wrong. Remember, in deciding when a person does not want to talk, look for these points:

1. Notice whether or not the other person looks at you after you have greeted him/her.
2. Notice whether or not the other person answers your greeting.
3. Notice the tone of the other person's voice. People who want to talk usually speak in a clear [illegible] friendly tone of voice.
4. Notice the other person's facial expression; usually a smile and a pleasant expression tell you the person feels like talking.
5. Notice whether or not the person asks an opening question like "What's up?" or "What have you been doing?"

PAUSE

(Trainer: Distribute and discuss the conversation cue card.)

Now, here are some good examples of how people decide when a person does not want to talk. Listen carefully to the things the people say to themselves that help them remember it is "okay" when someone does not want to talk.

Situation 1

Setting: You are at work, and it is break time. You walk into the break room to get a drink and see Sarah standing in the corner. You walk over to where she is standing and say:

Person 1: Hi, Sarah. How is it going?

Person 2: (Mumbles something) Okay, fine.

Person 1: (Hmmm. Sarah's not looking at me, and she just kind of mumbled when I said hello. Maybe she doesn't feel like talking. I think I'll pick another time when she feels more like talking.) Well, Sarah, I'm going to go sit down and drink my cola. I'll talk with you later.

PAUSE

Situation 2

Setting: You're waiting at the bus stop for the bus that takes you to work. You see a guy that you work with sitting on a bench waiting for the bus. You walk over and say:

Person 1: Good morning.

Person 2: (Mumbles) Fine.

Person 1: (Hmmm. He looks like he's frowning, and he did not speak in a clear voice. It looks like he doesn't want to talk. That's okay. I'll let him have the time he wants to himself.)

PAUSE

Situation 3

Setting: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. You see Jim sitting across the room reading the newspaper. You go over and say:

Person 1: Hi, Jim. What's happening?

Person 2: (Silence)

Person 1: (Hmmm. Jim's not looking at me, and he really didn't respond much to my greeting. He didn't ask how I was doing. Well, I think I'll let him read the paper, and maybe we can talk later. Yeah, I think that's a good idea.)

PAUSE

Situation 4

Setting: You're sitting on the bus taking you to visit your parents. The bus stops and picks up some more passengers. A girl sits down next to you. You say:

Person 1: Hi, where are you headed?

Person 2: (Doesn't answer, looks away)

Person 1: (Hmmm. She doesn't look like she wants to talk. She's looking the other way, and she didn't answer my greeting. Well, that's fine. I just won't push it with her.)

PAUSE

Here are some more good examples of how to recognize and respond when someone does not want to talk. In these examples, the person on the tape followed the points of this lesson. Remember:

1. Notice if the person looks at you when greeted.
2. Notice whether or not the other person answers your greeting.

3. Notice the tone of the person's voice.
4. Notice the person's facial expression.
5. Notice whether or not the person asks an opening question like "What's up?"

When you recognize that people do not want to talk, you are allowing them to have the time they need to be alone. Other people will appreciate that you are giving them that time, and you will feel good about yourself for not disturbing them when they want to be alone. Please listen carefully to these examples of deciding whether it is the time to start a conversation.

PAUSE

Situation 5

Setting: You are in a bowling league with some people from work. You are waiting your turn to bowl. You turn to the person sitting next to you and say:

Person 1: How are you bowling tonight?

Person 2: Okay.

Person 1: (Hmmm. She's looking at the other bowlers, and she doesn't look very interested in talking. She hasn't asked how I'm bowling. I think it would be a good idea not to push this conversation. We can talk after bowling.)

PAUSE

Situation 6

Setting: You are collecting cans for the aluminum can drive at work. You see Mary, and it apears that she is taking a break from collecting cans. You go up to her and say:

Person 1: Hi, Mary. How many cans have you collected?

Person 2: Oh, I don't know.

Person 1: (Mary is not looking at me, and she has a frown on her face. She doesn't appear interested in talking. That's okay. I'm real glad I recognized it. Maybe we can talk later.)

PAUSE

Situation 7

Setting: You are at the ballpark leaning against the fence watching a softball game. You turn to the fellow standing next to you and say:

Person 1: Hi, what's the score?

Person 2: Don't ask me.

Person 1: (Hey, he did not sound too friendly, and he's turned his back to me. I can tell he doesn't want to talk. I'm glad I recognized that, because he sure doesn't seem to be in a talking mood.)

PAUSE

Situation 8

Setting: You are standing in line waiting to get a movie ticket. You turn to the person behind you and say:

Person 1: Long line, isn't it? I hope this movie is worth the wait.

Person 2: (Looks down and doesn't say anything.)

Person 1: (Hmmm. He's looking down at his feet and isn't saying anything. Maybe he doesn't like talking to people he doesn't know well. That's okay. I won't make him feel bad by pushing it.)

PAUSE

You have just heard some examples of how to recognize and respond when someone does not feel like talking. At this time, let's discuss the points you have just heard demonstrated. Were you able to identify when someone does not want to talk?

PAUSE

(Trainer: Discuss the cue card.) Were you able to identify the positive things the person on the tape said to him or herself when the other person did not want to talk?

STOP THE TAPE

(Trainer: Discuss the modeling vignettes.)

Now let's act out the scenes we heard on the tape. When you practice, say those positive statements aloud so that the group can help you choose the best things to say to yourself when someone does not want to talk. After you have practiced saying the positive statements aloud, you can say them softer and softer until you're saying them just to yourself.

STOP THE TAPE

Practice identifying verbal and nonverbal behaviors relevant to starting a conversation. Stress participant use of positive thoughts to counter negative reactions when the other person does not want to talk.

Here are two more good examples of how to recognize and respond when someone does not feel like talking. Listen carefully for the following important learning points:

1. **Notice if the person looks at you when greeted.**
2. **Notice whether or not the other person answers your greeting.**
3. **Notice the tone of the person's voice.**
4. **Notice the person's facial expressions.**
5. **Notice whether or not the person asks an opening question such as "What have you been doing?"**

PAUSE

Situation 9

Setting: You have come to work early today. You see John in the lounge drinking a cup of coffee. You say:

Person 1: Good morning, John.

Person 2: Oh, hi.

Person 1: (Hmmm. John's tone of voice didn't sound too friendly, and he didn't look at me. He doesn't seem too interested in talking. Well, I'm sure glad I noticed that. I think I'll wait before I start a conversation.) Well, I think I'll get some coffee and wait for the boss to get here.

PAUSE

Situation 10

Setting: It's late in the afternoon. You're leaving work for the day. On your way out you see Bill. You walk over to Bill and say:

Person 1: Hey, Bill. How did it go today?

Person 2: Oh, fine.

Person 1: (Hmmm. Bill's not looking at me, and he didn't ask how my day went. He's kind of frowning too. Well, it was good that I caught that. We can talk later when he's in the mood. Hey, there's Fred. I think I'll talk with him.) See ya tomorrow, Bill.

Lesson XI

Review

Lesson XI summarizes the various conversation cues. Participants have an opportunity to hear how these conversation cues are integrated in a successful social conversation. After the modeling situation, participants are then asked to role play an entire conversation using the skills they have learned.

Materials Needed

Two tape recorders
Lesson XI training tape
DT/MG audio testing tape
Blank audio tape
Conversation cue card for Lesson XI

Trainer Instructions

1. Ask the participants to share their experiences in using the seven skills in a conversation with a family member or a close friend.
2. Start the Lesson XI tape. Pause after the initial instructional input and distribute and discuss the Lesson XI conversation cue card.
3. Play the modeling vignette demonstrating use of the conversation cues.
4. Stop the tape and discuss the modeling vignette with special emphasis on the proper use of the conversation cues.
5. Beginning with the trainer and co-trainer, practice using all of the conversation skills. In modeling the conversation skills, trainer and co-trainer must present the conversation cues in the proper order. Ask participants then to role play conversations in front of the group. Help participants identify examples of the conversation cues. Correct; reinforce. Use group feedback whenever possible.

6. Discuss any comments that participants might have about Lesson XI, conversation cues emphasized in other lessons, or the use of positive thought introduced in Lesson X.
7. Encourage participants to practice the skills they have learned in the eleven lessons of Conversation Skills Training.
8. Conduct the DT/MG sessions. Plan a three and four week follow-up DT/MG session to assess skill maintenance.
9. Congratulate participants and yourself for a job well done.

Lesson XI

Review Transcript

Introduction

This is the last in our series of lessons on conversational skills. In this lesson we will review the skills we learned in all of our other sessions. We will also hear a conversation using those skills. Before we listen to the taped conversations, let's review the skills needed to have a good conversation.

1. Choose a good time to start a conversation—a time when you both can talk.
2. Notice if the other person is in the mood to talk.
3. Greet the other person with a friendly opening remark that fits the setting or the other person's remark, like "Good morning, how are you?"
4. Ask an opening question about a topic the person knows something about like "How did you like the movie last night?
5. Show interest in what the other person is saying by smiling, looking at the other person and nodding your head.
6. Ask follow-up questions to get additional information about the topic of conversation, for example, "What did you like best about the movie?"
7. Express a compliment to the other person about something that you like about the person.
8. Share your own opinions, feelings or interests with the other person. Ask for his/her reaction.
9. End the conversation with an appropriate closing statement such as "I'll be seeing you."

If you use these skills when talking to others, your conversations will be more interesting and enjoyable. Others will be more likely to talk with you in the future, and you will have a chance to get to know your friends better.

PAUSE

(Trainer: Distribute and discuss the conversation cue card.)

Now let's listen to a conversation in which the people in the tape use all of the conversation skills we learned in our lessons. Listen carefully and see if you can identify each skill as it is being used by the people on the tape.

Situation 1

Setting: You are in a nice restaurant, and you have just finished eating. You are relaxing, enjoying your coffee. A friend from your neighborhood sees you and says:

Person 1: Hi, Joe. How are you doing?
Person 2: Fine, Tom. How are things with you?
Person 1: Pretty good, I can't complain, I guess.
Person 2: How are things going with the aluminum can drive?
Person 1: Well, not too bad, but we could sure use some more cans.
Person 2: Hmmm.
Person 1: We've collected a lot of cans, but we are still short of our goal.
Person 2: Is that right?
Person 1: Yeah, but we hope to have a good week coming up.
Person 2: Well, how do you go about collecting cans?
Person 1: We put ads in the paper, on radio and on TV for people in the community to bring their cans to us. We also collect cans ourselves.
Person 2: Boy, that sounds like a lot of work. How many more cans do you need?
Person 1: It's hard work, but it's fun too. We hope to collect 2,000 pounds.
Person 2: You're doing a great job collecting cans. I hope you reach your goal.

Person 1: Well, thanks. I think we can do it.

Person 2: I've got some empty cans around the house. I'll bring them over so you can add them to your collection. I can't believe how much they are paying for cans right now, can you?

Person 1: No, it has really helped us. When we started, they only paid 20¢ a pound.

Person 2: Well, it was good talking to you. I'll see you later today with those cans.

Person 1: Great. I'll see you later.

Let's discuss the skills you have just heard demonstrated. Were you able to identify the important skills as they were used in the conversation?

PAUSE

(Trainer: Discuss the modeling vignette.)

Now let's practice a conversation using all the skills we have learned.

STOP THE TAPE

(Trainer: Role play effective social conversations. Be sure that each participant has the opportunity to initiate the seven skills in a role play conversation.)

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Appendix A

DT and MG Assessment Tape Transcript

The purpose of our training program is to help you develop your social conversation skills. To begin the program, you will participate in a series of role play assessments. A role play assessment presents a situation and then asks you to respond as you would in real life. Because we are interested in your conversation skills, each of the role play assessments will present a typical conversation situation. Here is an example:

You are taking a walk in your neighborhood and one of your neighbors sees you and says: "Hi! How is it going?" What would you say?

PAUSE

Now we will present a series of similar situations. Respond naturally, just the way you would in real life.

Series 1 DT 1: You are at work, and it's break time. You have just finished working this morning on a new assignment, building bicycle brakes. A fellow employee sees you and says:
"Hi, Joe. How is it going?"

Series 1 DT 2: You are on your lunch break and have just finished eating. You still have a few minutes before you go back to work. A new employee sees you and says:
"Hi! My name is Ed."

Series 1 MG 1: You are at the mall shopping for a friend's birthday present. A guy from work sees you and says:
"Hi. What's going on?"

Series 1 MG 2: You are sitting on a bus that is going to take you to your parents' house for a visit. The bus stops to pick up some more passengers and a guy about your age sits next to you and says:
"Hi! My name is Ed."

Series 2 DT 2: You are at a party for all the employees. A friend that you work with sits down next to you and says:
"Hey, how are you doing?"

Series 2 MG 1: You have just finished hearing a presentation on job safety given to all the employees on your shift. As you are leaving the conference room, one of your friends says:
"Hey, how are you doing?"

Series 2 MG 2: You just moved into a new apartment and are anxious to meet new people. You see your neighbor leaving her apartment. She sees you and says:
"Hi, are you new here?"

Series 3 DT 1: You are at the grocery store shopping for your dinner. Your supervisor from work is also there shopping. She sees you and says:
"Hi. What are you up to?"

Series 3 DT 2: You are standing at the bus stop waiting for the afternoon bus to take you home from work. A girl about your age is standing next to you and says:
"Hi. My name is Mary."

Series 3 MG 1: You arrived late for work this morning, and you missed a staff meeting. You see a few of your friends who just got out of the meeting. One of them comes over and says:
"Good morning."

Series 3 MG 2: You have just completed your last assignment for the day. You are getting your things together to go home. Your supervisor comes over and says:
"Hey, how did it go today?"

Series 4 DT 1: You have arrived for work a few minutes early. You are sitting in the lounge drinking a cup of coffee. A friend that you work with walks in the lounge and says:
"Good morning, Bob."

Series 4 DT 2: You're at a drive-in movie watching a double feature. You're standing in line at the snack bar during the intermission. Your next door neighbor is in the line next to you. He sees you and says:
"Hi, Jack. How's it going?"

Series 4 MG 1: You are on your way to the vending machine to get a cola and a candy bar. You see your friend Jane sitting in the lobby. She sees you and says:
"Hi. How's it going?"

Series 4 MG 2: You are on the annual employee picnic. You just finished playing a game of volleyball. Your friend Tom comes over and says:
"Hey! How did you do?"

Series 5 DT 1: You are eating lunch in the cafeteria. A employee who just began working on your shift comes over to your table and says:
"Hi! Mind if I sit down?"

Series 5 DT 2: You are at the park watching a softball game. There is a guy standing next to you also watching the game. He turns toward you and says:
"Hi, my name is Steve."

Series 5 MG 1: You are at the park taking your dog for a walk. A girl about your age walks by and says:
"Hi, nice dog you've got there."

Series 5 MG 2: You are having lunch at Hamburger Hut. A friend you work with is also there. He sees you and says:
"Hi, how you doing?"

ADDITIONAL COPIES

#1265	Conversation Skills Training—Trainer's Manual	$ 6.00
#1266	Conversation Skill/Response Card Set (7)	$ 2.50
#1267	Conversation Cue Card Set (11)	$ 1.50
#1275	Cassette Tape Set (3)	$17.50

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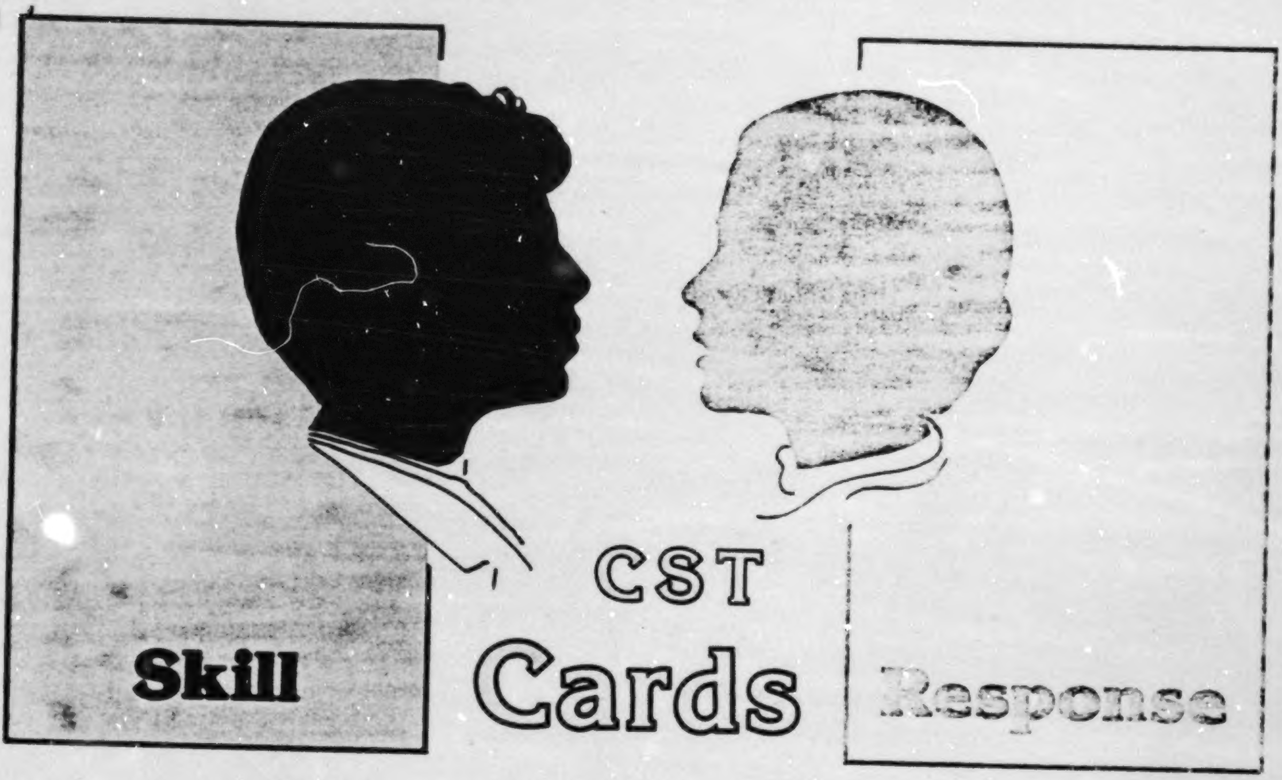

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Cards

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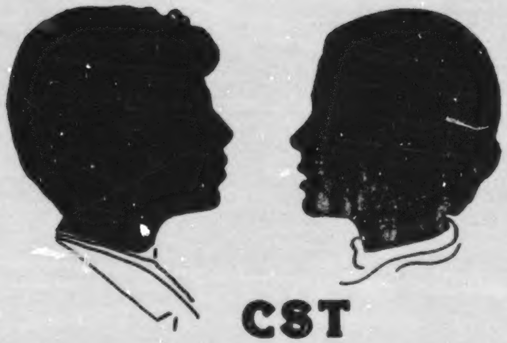
Greeting

SKILL 1

Hi!
How are you?



CST

Skill **Response**

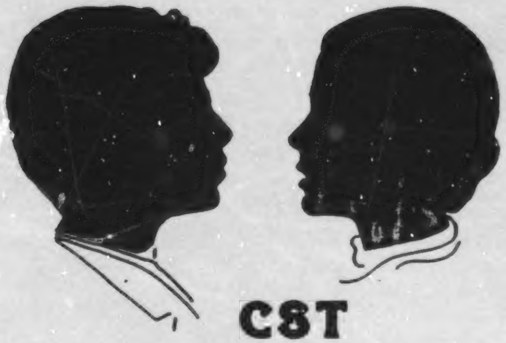
Fine.
How are you?

Opening Question

SKILL 2

**Fine.
How are
you doing
with your
bowling?**

145



CST

Skill **Response**

**Much
better.
I had
a lesson
last week.**

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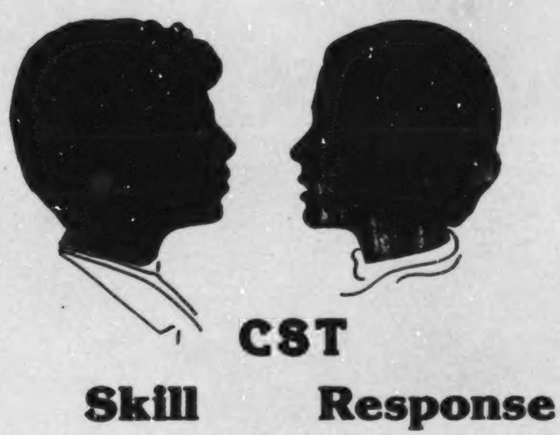
Showing Interest

SKILL 3

**Oh,
really?**

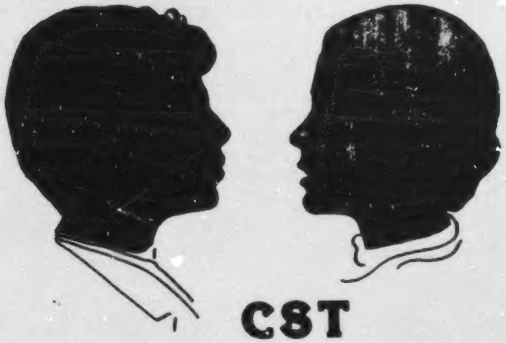


**Yeah.
I changed
my grip
a little.**

Follow-up Question

SKILL 4

How has it changed your roll?



Well, I am getting more hook on the ball. That gives me a lot more pin action.

Expressing A Compliment

SKILL 5

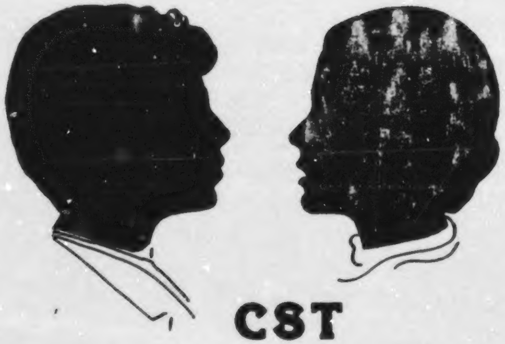
You are going to become a real good bowler.

Thanks!

Self-Disclosure

SKILL 6

I took lessons
at the Don
Carter Center.
They really
helped my game.
What do you think
of their program?



CST

Skill **Response**

I like it.
I had several
group lessons
there last
year.

Ending the Conversation Appropriately

SKILL 7

Well, I have to go. I'll see you tomorrow.

Skill

Response

Okay, see you. It was nice to talk to you.

Conversation Cue Cards

CST

Conversation Cue Cards

CST

LESSON I

When to Start a Conversation

Conversation Cues

1. Choose a time when you are not working or doing something that is important for you to be doing at the time.
2. Choose a time when the other person is not busy or in the middle of doing something very important.
3. Choose a time when the other person is not talking or listening to someone else.

Conversation Cue Cards

CST

LESSON II

The Components of a Conversation

Conversation Cues

A good conversation requires...

1. **A greeting** - a friendly opening remark.
2. **An opening question** - a question about a topic familiar to the other person.
3. **Showing interest** - showing interest in what the other person is saying by looking at the other person, smiling and nodding your head.
4. **Follow-up questions** - questions to get additional information.
5. **A compliment** - saying something nice about the other person.
6. **A self-disclosure** - a statement about a personal opinion or feeling.
7. **An end** - an appropriate close to a conversation.

Conversation
Cue Cards

CST

LESSON III

Greeting and Opening Remark

Conversation Cues

1. Choose a greeting that fits the setting or the other person's remark.
2. Speak in a pleasant tone of voice that can be easily heard by the other person.

Conversation Cue Cards

CST

LESSON IV

Opening Questions

Conversation Cues

1. Pick a topic that the other person knows something about.
2. Ask a question that allows the other person to tell you more than just "yes" or "no."

Conversation Cue Cards

CST

LESSON V

Showing Interest

Conversation Cues

1. Look at the other person while he/she is speaking.
2. Nod your head or smile.
3. Say words that show you are interested in what the person is saying.

Conversation Cue Cards

CST

LESSON VI

Follow-up Questions

Conversation Cues

1. Ask for more information about the same topic.
2. Offer your opinions about the topics.

Conversation Cue Cards

CST

LESSON VII

Expressing a Compliment

Conversation Cues

1. Think of something positive you like about the person.
2. Pick the right time to express a compliment.
3. Say the compliment in a pleasant tone of voice.

Conversation
Cue Cards

CST

LESSON VIII

Self-disclosure

Conversation Cues

1. Listen carefully to what the other person is saying.
2. Select a statement about your opinions or feelings that fits the topic of the conversation or the other person's remark.
3. Ask for the other person's reaction to what you have said.

Conversation Cue Cards

CST

LESSON IX

Ending the Conversation

Conversation Cues

1. Look the person in the eye.
2. Choose an ending that is appropriate to the conversation setting and time.
3. Decide among a number of different types of conversation enders that you might use such as summarization, responding to committments and compliment.
4. End the conversation with an appropriate closing statement.

Conversation Cue Cards

CST

LESSON X

Deciding When a Person Does Not Want to Talk

Conversation Cues

1. Notice if the person looks at you when you greet him or her.
2. Notice whether or not the other person answers your greeting.
3. Notice the tone of the other person's voice. People who want to talk usually speak in a clear and friendly tone of voice.
4. Notice the other person's facial expression; usually a smile and a pleasant expression tell you the person feels like talking.
5. Notice whether or not the person asks an open-ended question.

Conversation Cue Cards

CST

LESSON XI
Review

Conversation Cues

A good conversation requires...

1. A greeting
2. An opening question
3. Showing interest
4. Follow-up questions
5. A compliment
6. A self-disclosure
7. An end